



Institute for Scholarship of Teaching and Learning

2014-2015 Annual Report:
Constructing New
Knowledge about
Teaching and Learning
Through SoTL
Communities of Practice



Institute for Scholarship of
Teaching and Learning

Message from the Director



The Institute for Scholarship of Teaching and Learning at Mount Royal University is a unique multidisciplinary research institute devoted to understanding and improving teaching and learning in higher education. Our donors know that tomorrow's challenges demand innovative approaches that cross or dissolve the boundaries of classic disciplines, and that innovation is most often a group effort. Thanks to generous donations to the Nexen Scholars Program and the TransCanada Collaborative SoTL Research Program, the Institute is working to foster such cross-disciplinary approaches by supporting multidisciplinary collaborations, contributing to knowledge about teaching and learning through research, and integrating knowledge across disciplines and communities of practice. To date we have had broad engagement with individual faculty from across the University through the Nexen Scholars Program, and have started to support program-, discipline-, and interdisciplinary-level projects through our TransCanada Collaborative Research Program.

Communities of practice are groups whose members "share a passion for something they know how to do and who interact regularly to learn how to do it better" (Wenger, 2006).

This was an exciting year for the Institute as we hosted a successful – and growing – 5th annual Symposium on SoTL in Banff in November, which also featured our first student keynote presentation. We are beginning to see interesting results roll in from the TransCanada Collaborative SoTL Research Grants which have been offered since Fall 2013, we have presented and published our work for disciplinary and multidisciplinary audiences, we studied the impact of the Nexen Scholars program, the results of which are expected to be published in the December 2015 special issue of *New Directions in Teaching and Learning* featuring 8 institutions across Canada, and we celebrated 5 years of the Nexen Scholars Program by asking Nexen Scholars to tell their stories on video – their projects, their findings, and the impact of their project on teaching and learning at Mount Royal and beyond. These videos will be featured on our new website which we anticipate will be live in September.

We continue to place a high priority on making the knowledge and information we generate widely available, and this report only touches the surface of some of the accomplishments of the last year. Please visit our website to learn more about Nexen and TransCanada-sponsored projects and activities and the innovative faculty who are leading them.

A stylized, handwritten signature in black ink, appearing to read 'Janice'.

Janice Miller-Young,
Director, Institute for Scholarship of Teaching and Learning

Cover photo (previous page):

The Riddell Library and Learning Centre, future home of the Institute for Scholarship of Teaching and Learning, under construction in August 2015.

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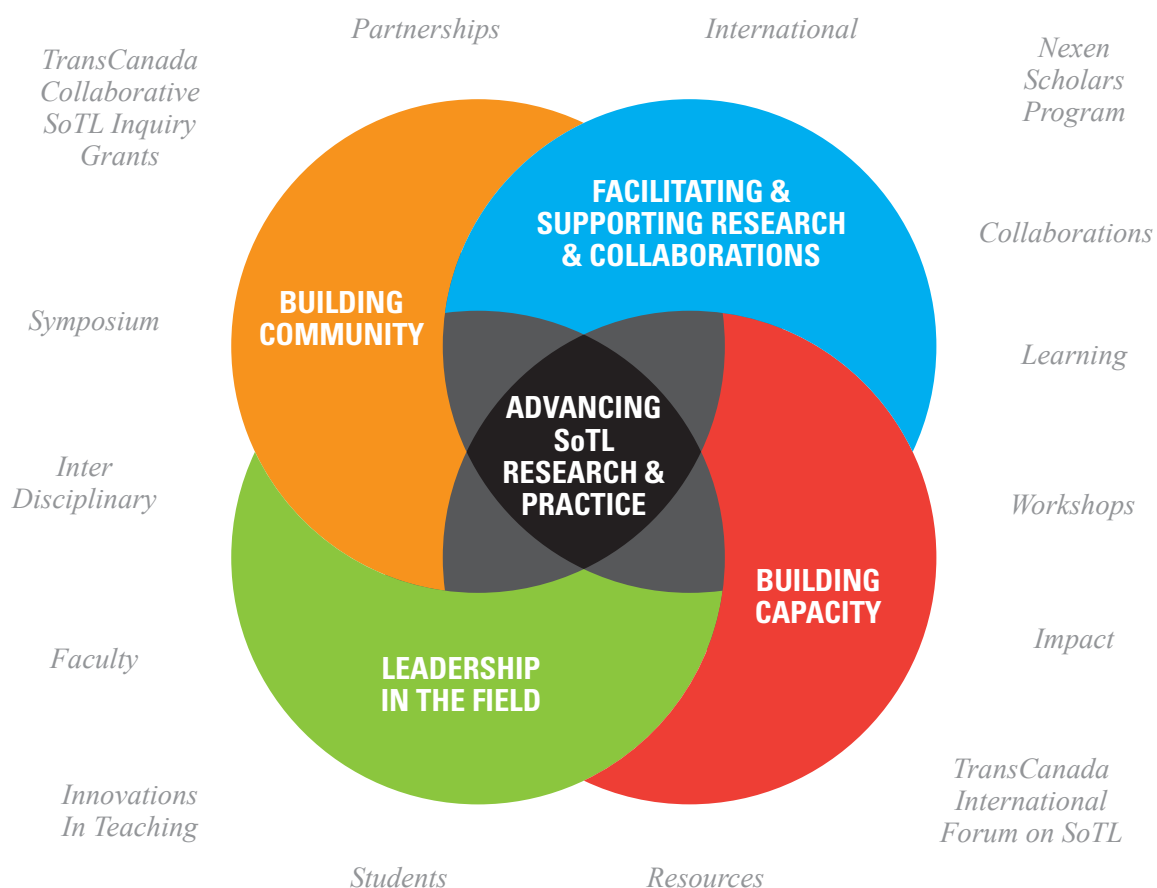


Institute for Scholarship of
Teaching and Learning

About the Institute

The Institute for Scholarship of Teaching and Learning (I-SoTL) seeks to encourage, facilitate and support engagement in teaching-learning related scholarship, and to advance the existing body of research in this area. I-SoTL supports systematic, evidence-based study of teaching and learning which is:

- focused on student learning, grounded in context, methodologically sound, conducted in partnership with students, and publicly disseminated (Felten, 2013);
- inclusive and unified by its potential to have impact in the classroom and to contribute to the production of knowledge and ongoing improvement in teaching and learning;
- diverse in discipline, theory, methodology, and method.



Founded in 2008, the Institute co-ordinates and sponsors a growing range of programs and initiatives including research and dissemination grants, conferences and events, community outreach, writing residencies, and research-focused communities of practice. This work is supported by two generous donations, one for the Nexen Scholars Program and the other for the TransCanada Collaborative Research Program and TransCanada International Forum on Scholarship of Teaching and Learning.

Institute at a Glance:

Highlights of 2014-15 and alignment with Mount Royal University's 2025 strategic plan

<p>Providing intellectually engaged learning: giving students opportunity to engage in research activities</p> <ul style="list-style-type: none"> • 10 students hired as research assistants for Nexen and TransCanada-sponsored SoTL projects • 4 MRU students presented with MRU faculty at the 2014 Symposium on SoTL • 2 MRU students delivered a keynote presentation at the 2014 Symposium on SoTL 	<p>Supporting faculty to become leaders in the exploration and adoption of innovative approaches to teaching and scholarship</p> <ul style="list-style-type: none"> • 6 workshops and methodology-related presentations at 2014 Symposium on SoTL • 5 scholars completed the 2014 Nexen Scholars Program and are in the dissemination phase of their research • 5 scholars accepted into the 2015 Nexen Scholars program and will conduct their research in 2015-16 • New resources developed for Nexen Scholars program (also in press) • 5 Going Public Awards given to Nexen Scholars • 4 new TransCanada Collaborative SoTL projects funded • 48 scholarly presentations at conferences, postsecondary institutions, and disciplinary organizations supported • 7 papers published from Nexen and TransCanada-sponsored projects • 2 individual papers and 3 collaborative papers in press • 1 Nexen Scholar's article featured in the December 2014 issue of the National Teaching and Learning Forum (MacMillan, 2014) 	<p>Engaging multiple communities in innovative and productive partnership activities</p> <ul style="list-style-type: none"> • Organized and hosted the 5th annual Symposium on SoTL which included over 50 presentations and 115 participants from across North America • Facilitated a community of practice and international research collaboration on global service learning (first article in press) • Collaborated on a special issue of NDTL which features SoTL initiatives from 8 institutions across Canada (in press) • Submitted a proposal for a NDTL special issue on "Decoding Across the Disciplines" featuring 8 different chapters from faculty development and research projects across MRU (proposal accepted) • Developing a collaborative proposal with UofC to co-host the International Society for SoTL (ISSoTL) 2017 conference • Collaborating with MacEwan University to include their faculty in the 2016 Nexen Scholars Program • Collaborating with SoTL Canada on a national Collaborative Writing Group initiative to be published in the Canadian Journal of SoTL in 2017

Building Community - Events

5th Annual Symposium on SoTL, Banff, November 2014

In keeping with our Community of Practice philosophy, the theme of the 2014 Symposium was “Collaborative Conversations”. We had 115 Symposium participants including 37 pre-conference workshop participants this year, both increases over 2013. We received extremely positive feedback about the quality of the presentations and featured many more collaborative presentations than in past years. Also, we had many new attendees this year who came to find out more about SoTL, and indicated that they plan to present in the future. Special thanks to our dynamic MRU faculty and student keynoters Gladys Sterenberg, Kevin O'Connor, Rane Drader, and Ana Sepulveda as well as all other MRU faculty and student presenters.

- See conference website and program here: <http://www.isotlsymposium.mtroyal.ca/2014Symposium/index.html>
- See twitter highlights here: <https://storify.com/margymaclibrary/ssotl-2014-symposium-on-scholarship-of-teaching-an>
- View the student keynote presentation here: <https://mruir.mtroyal.ca/xmlui/handle/11205/178>

We gratefully acknowledge support provided by the Nexen Scholars Program, Provost's Office and the Faculty of Teaching & Learning for sponsoring the 2014 keynotes:

- Sherry Lee Linkon (Professor of English and Director of the Writing Program at Georgetown University): *Vive La Difference!: Deploying Disciplinary Knowledge in Collaborative Work*
- Peter Mahaffy (Professor of Chemistry at the King's University College, Edmonton): *Seeing Red, Telling Time, and Catalyzing Change*
- Kevin O'Connor, Gladys Sterenberg, Rane Drader (2013 Nexen Scholars and their student research assistant, Department of Education, Mount Royal University): *Conversations within Communities of Practice: Our work in Teacher Education Action Research*
- Rane Drader and Ana Sepulveda (student Research Assistants on Nexen projects, Mount Royal University): *What Students Want You to Know about Conducting SoTL Research*

2014 Conference organizing committee:

Janice Miller-Young (I-SoTL)
Brett McCollum (Chemistry)
Margy MacMillan (Library)
Heather Nelson (General Education)

Save the date! November 12-14, 2015

Keynote speaker: Peter Felten,

Asst. Provost & Exec. Dir., Center for the Advancement of Teaching & Learning & Ctr. for Engaged Learning,
Elon University and President, International Society for the Scholarship of Teaching and Learning

Registration is open: isotlsymposium.mtroyal.ca



Clockwise from top left: A table raises their glasses during the O'Connor, Sterenberg and Drader plenary; Peter Mahaffy's keynote; Kevin O'Connor, Raneer Drader and Gladys Sterenberg presenting; Brett McCollum (2013 Nexen Scholar) and student keynoter Ana Sepulveda; presenters April McGrath (2012 Nexen Scholar), Kiersten Davis (student research assistant), and Karen Manarin (2009 Nexen Scholar) talking about scaffolding undergraduate research; more plenary engagement; presenter Allison Thomas (Douglas College); poster session; view from the path behind the conference hotel.

Building Community – Outreach and Resources

New Resource

Miller-Young, J., & Yeo, M. (in press). Conceptualizing and Communicating SoTL: A Framework for the Field. *Teaching and Learning Inquiry*, the ISSoTL Journal, 3(2), 37-53.

This article was written to inform and direct the field, to facilitate better communication across disciplines in SoTL, and to be a useful resource for new SoTL scholars. This project developed because of the feedback from the 2013-14 SoTL Community of Practice who were looking for more background in learning theory and research methodologies. The article also cites several papers published by Nexen Scholars so it profiles the Institute's work in multiple ways.

Social Media

The Institute is in the midst of a website redesign, with a launch date expected in September 2015. New features will include more detailed project descriptions and outcomes, videos of Nexen scholars discussing the impact of their projects, regularly updated news and events, and a twitter feed. We also use the mtroyal blog system and facebook for regular announcements, and our twitter feed has 325 followers as of August 2015.

MRU Online SoTL Database

We know that many faculty members are doing SoTL work at Mount Royal and not all are associated with the Institute. As a way of connecting folks who are using similar methodologies, asking similar questions, wanting to submit to similar journals etc., Margy MacMillan (Library) is building an online database for all to contribute to.

Note to faculty: please add your own interests and expertise! You can find it here:

https://docs.google.com/a/mtroyal.ca/spreadsheets/d/1_T5bxadzrtPP0tufUenlgFLFdsRuFvOHnj75s8010/edit#gid=0

If you have questions or suggestions, please email mmacmillan@mtroyal.ca

Teaching and Learning Exchange Series

To share the findings of Institute-supported research with the MRU community, the Institute co-ordinates monthly research presentations on campus. The following presentations were hosted this past year:

- **Tales from the trenches: How 3rd year journalism students talk about research literacy learning as it relates to current and future practice**
Amanda Williams, Journalism, 2012 Nexen Scholar (September)
- **Professional Identity**
Jodi Nickel, 2010 Nexen Scholar (October)
- **SoTL Scholars' Showcase (2013 Nexen Scholars)**
Carolyn Anderson (Social Work),
Alex Bruton (Entrepreneurship),
Meaghen Johnston (Social Work),
Brent Oliver (Social Work) and
Priscilla Wamucii (Gen Ed), (November)
- **Learning Gains and Learning Reflections: The Positive Influence of Office Hour Meetings**
April McGrath, Psychology, 2013 Nexen Scholar (December)

- **Teacher Candidates' Learning Through Theory-and-Practice Integration.**
Gladys Sterenberg and Kevin O'Connor (Education), 2013 Nexen Scholars (January)
- **Mobile or Traditional? Student Value Placement on Learning Technologies.**
Brett McCollum (Chemistry), 2013 Nexen Scholar (February)
- **Undergraduate Research in Classroom Contexts: A Collaborative SoTL Project.**
Karen Manarin (Departments of English and General Education),
Miriam Carey (Academic Development Centre),
April McGrath (Department of Psychology) TransCanada Collaborative Research Program (March)

Facilitating and Supporting Research and Collaborations

The Institute is using its funding for the TransCanada Research Program for Learning Innovation and Collaborative Inquiry in two ways: it offers grants for faculty to take leadership on large, collaborative projects which are important to their program or discipline; and it supports a number of collaborative projects on innovative learning which are aligned with MRU's strategic plan.

TransCanada Collaborative SoTL Inquiry Grants

New projects funded in 2014-15 (see website for descriptions as well as ongoing projects from previous years):

- **Journalism Identity Study, Phase 2.**
Collaborative Research Team: Amanda Williams, Victoria Guglietti, Sally Haney (Journalism)
- **Student Experience and Impact of Clinical Presentations in the Athletic Therapy Curriculum.**
Collaborative Research Team: Mark Lafave, Kjatija Westbrook, Dennis Valdez, Breda Eubank, Jenelle McAllister (Health and Physical Education); Michelle Yeo (Academic Development Centre)
- **Reflexivity in the Field: Becoming Critical Social Workers.**
Collaborative Research Team: Brent Oliver (Child Studies and Social Work, MRU), Darlene Chalmers (University of Regina), Mary Goitam (York University)
- **Experiential learning and the Impact on Professional Identify Development of Undergraduate Social Work Students. Comparing Service-Learning to Traditional Practica.**
Collaborative Research Team: Cynthia Gallop and Brian Guthrie (Child Studies and Social Work)

Strategic projects on Learning Innovations

In his speech on "Innovation in Learning" at Congress 2015, GG David Johnston talked about *undergraduate research*, the *integration of knowledge by working across disciplines*, and *international experiences* as important innovations to learning in higher education. The Institute is currently supporting the following collaborative research on these themes (see Institute website for further descriptions):

International Service Learning

Investigating Student Learning in an International, Collaborative Experience

Melanie Rathburn and Roberta Lexier (General Education)

International Service Learning (SL) Faculty Study

Project co-ordinator: Yasmin Dean

Yasmin Dean (Social Work), Victoria Calvert (Bissett), Judy Gleeson (Nursing), Roberta Lexier (General Education), Janice Miller-Young (ISoTL), Jennifer Pettit (Humanities), Melanie Rathburn (General Education), Margot Underwood (Nursing), Patti Clayton (Indiana University – Purdue University Indianapolis)

Integrating Knowledge Across Disciplines

Decoding Across the Disciplines Project

Jennifer Boman, Genevieve Currie, Ron MacDonald, Janice Miller-Young, Michelle Yeo, Stephanie Zettel

"The purpose of this special issue is to provide examples and evidence of the various ways in which the Decoding the Disciplines framework is being used at Mount Royal University. Proposed chapters will outline decoding practices across the institution, explore what has been learned through different theoretical lenses, connect the learning to practical applications for teachers in higher education, and make recommendations for further work." - from proposal for special issue of *New Directions of Teaching and Learning*, edited by Janice Miller-Young (Institute for SoTL) and Jennifer Boman (Academic Development Centre) and targeted for late 2017.

SoTL²: Inquiring into the Impact of Inquiry

(Nexen Scholars Program research project)

Karen Manarin, Janice Miller-Young, & Michelle Yeo (also Miriam Carey & Jim Zimmer; Phase 1)

"I didn't even think of it impacting my teaching and so I was quite surprised when it did. Especially since it made me re-examine a lot of my different assumptions around my discipline and around my students, and it challenged some of my deficit narratives [about what students can't do]. . . and it started me focusing more on what they were doing, rather than just my assumptions about what they could or couldn't do." - quote from Nexen Scholar participant in Miller-Young, Manarin, Yeo, Carey and Zimmer, in press.

The Institute engages in its own practice of scholarly evaluation, reflection and enhancement, by which it models the same approaches that it supports faculty to do in their teaching. Its current focus is the impact of the Nexen Scholars program on participants' teaching, scholarship, and career trajectory. We continue to present our emerging findings from this rich data set at various conferences including ISSoTL, the Institute's own Symposium on SoTL, and STLHE. One paper from this project is in press and two more are in progress. The results also inform the Institute's work and contribute to knowledge in the field about how SoTL influences teaching and how to support faculty in transitioning into SoTL. See the Institute's 2013-14 annual report and the Symposium presentation slides (<http://hdl.handle.net/11205/169>) where preliminary results were reported.

Undergraduate Research

Undergraduate Research: A Scaffolded Approach

Karen Manarin, English; Miriam Carey, General Education; April McGrath, Psychology

Undergraduate research has been identified as one of the high-impact educational practices, leading to gains in critical thinking skills, information literacy and communication skills (Kuh 2008; Lopatto 2010). Often people associate undergraduate research with honours projects and research assistantships available only to a few; however, if undergraduate research leads to learning gains, it should be available to all students at multiple points during their studies (Healey and Jenkins 2009). Karen Manarin led the above project on scaffolding course-based undergraduate research which was funded by a TransCanada grant in 2013 and is now in the final stages of analysis and dissemination. In spring 2015, the Institute hired Dr. Manarin as a Research Associate for a two-year term beginning in August 2015. The primary responsibility of this position will be to take a leadership role in facilitating SoTL on the topic of undergraduate research with faculty from across Mount Royal University.

Supporting Faculty

Nexen Scholars Program

The Nexen Scholars Program is a research development program which not only provides faculty support in developing a SoTL research project but also builds a supportive, interdisciplinary community. It brings together selected faculty committed to working together to develop and conduct classroom-based inquiry projects over the course of a year. Five scholars were accepted to the 2015 Nexen Scholars Program:

- **Depicting Suffering: The Student Experience**, Pat Kostouros, Child Studies and Social Work
- **Concepts over Calculations; Context over Computations: Incorporating Case Studies in Business Statistics**, Brad Quiring and Collette Lemieux, Bissett School of Business
- **Exploring Arts-Based Approaches to Developing Leadership in Senior Nursing Students**, Joanna Szabo, Nursing
- **Developing Student Noticing with the Use of Recorded Speech Samples in the ESL Classroom**, Sheri Rhodes, International Education



2015 Nexen Scholars: (from back row left to right)

Sheri Rhodes, Pat Kostouros, Brad Quiring, Collette Lemieux, and Joanna Szabo-Hart

The 2015 Nexen Scholars: Studying stories, art, language and emotion in the classroom

Scholars supported by the Nexen Scholars Program have used a wide variety of approaches to study questions related to teaching and learning in Mount Royal's classrooms. Some scholars have designed a specific intervention, such as a new assignment or a new pedagogical strategy, and then want to study how it works for students. In the 2015 cohort, Bissett School of Business faculty members Brad Quiring and Collette Lemieux are interested in developing case studies for teaching their introductory business statistics course. They know from experience and from the literature that students can memorize equations and perform well on an exam, but not necessarily understand the fundamental concepts of the course, nor how they can be applied in real life.

"There's this voice in my head that's been bothering me ... am I making a difference?" says Quiring.

This collaborative teaching team hopes that through stories and case studies, students will develop statistical thinking skills and a better understanding of the course concepts, not to mention finding the class more engaging and relevant.

Similarly, faculty member Joanna Szabo-Hart, PhD, (Nursing) and Curriculum Coordinator Sheri Rhodes, (International Education) are developing and studying new strategies to apply in the classroom. Szabo-Hart is interested in understanding how arts-based assignments might help her senior nursing students express and explore the art of nursing leadership, and Rhodes hopes that having ESL students listen to recordings of their own speech will help them notice different features of their own speaking.

"This program gives teachers time to focus and be mindful of our projects and also our teaching, which in turn is helping us be mindful of our students," says Szabo-hart, for whom this is the second time through the Program.

Despite what some might assume, SoTL doesn't necessarily have to be about studying a specific teaching intervention. Other scholars, including Child and Youth studies faculty member Pat Kostouros, PhD, in the 2015 Nexen cohort, are more interested in getting a better understanding of what is already happening in a class.

Specifically, Kostouros will be drawing upon her disciplinary knowledge and expertise as a psychologist to understand students' experiences of encountering the suffering of others in Sociology faculty member Tim Haney's "Sociology of Disaster" class. Both Haney, PhD, and Kostouros believe that the inquiry into the practice of delivering materials that depict suffering is a practice that requires investigation.

Going Public Awards (associated with Nexen Scholars Program, see page 13 for details):

- **Bev Mathison (Child Studies and Social Work), 2012 Nexen Scholar**
 - ISSOTL 2014, October 22 – 25, 2014, in Quebec City, Quebec
- **Margy MacMillan (Library), 2012 Nexen Scholar**
 - ISSOTL 2014, October 2014, in Quebec City, Quebec
- **Kevin O'Connor (Education), 2013 Nexen Scholar**
 - 13th Annual Hawaii International Conference on Education, January 2015 in Honolulu, Hawaii.
- **Gladys Sterenberg (Education), 2013 Nexen Scholar**
 - 13th Annual Hawaii International Conference on Education, January 2015 in Honolulu, Hawaii.
- **Brett McCollum (Chemistry), 2013 Nexen Scholar**
 - 98th annual Canadian Society for Chemistry Conference, June 2015 in Ottawa, Ontario.

Engaging Students

Students hired as Research Assistants in 2014-15:

- Caleigh Lackie (Education) – working with Dr.'s Rathburn and Lexier (General Education)
- Kiersten Davis (BA Psychology) – working with Dr. Karen Manarin (English & General Education)
- Monica Schmidt (English) – working with Dr. Karen Manarin (English & General Education)
- Kyle Kinaschuk (English, Philosophy Minor) – working with Dr.'s Jaarsma and Dobson (Humanities)
- Lissy Sexsmith (Social Work) – working with Dr. Oliver (Social Work)
- Brian Hansen (Social Work) – working with Dr. Oliver (Social Work)
- Hillary Dommasch (Business) – working with Dr. Williams et al. (Journalism)
- Marni MacKay (Psychology) - working with Dr. Williams et al. (Journalism)
- Rachel Campbell – working with Tammy Sherrow (Nursing)
- Charis Falardeau (Psychology) – working with Dr. April McGrath (Psychology)

Students who presented at the 2014 Symposium:

- Raneer Drader (Education)
- Caleigh Lackie (Education)
- Kiersten Davis (Psychology)
- Ana Sepulveda (Science)

Contributions to the Field

A number of Nexen Scholars and Institute affiliates are actively engaged and in leadership positions in the international SoTL community:

- Miriam Carey (2009 Nexen Scholar) is an Associate Editor of the Canadian Journal for Scholarship of Teaching and Learning (CJSOTL)
- Karen Manarin (2009 Nexen Scholar) is a regional VP of the International Society for Scholarship of Teaching and Learning (ISSOTL)
- Janice Miller-Young (2009 Nexen Scholar) chairs SoTL Canada, a special interest group of the Society for Teaching and Learning in Higher Education and is an Associate Editor of CJSOTL
- Melanie Rathburn (2010 Nexen Scholar) was accepted into the Elon University 2015-17 International Research Seminar on Integrating Global Learning with the University Experience
- Margy MacMillan (2012 Nexen Scholar) sits on several committees of ISSOTL: the Publications Advisory Committee, Budget Committee, and the 2016 ISSOTL conference planning committee
- Michelle Yeo (Nexen program facilitator) and Kevin O'Connor (2013 Nexen Scholar) were accepted into the 2015 ISSOTL Collaborative Writing Groups on Assessment and Practice-Based Learning, respectively.

Publications appearing or accepted in 2014-15

(supported or partially supported by the Institute):

- Finch, D.,** Peacock, M., Lazdowski, D., & Hwang, M. (2015). Managing Emotions: A case study exploring the relationship between experiential learning, emotions, and student performance. *The International Journal of Management Education*, 13(1), 23-36.
- Guglietti, M.** (forthcoming). Exploring students' articulation of value in a social research methods class: Towards a phenomenography of value making, *Teaching and Learning Inquiry, the ISSoTL Journal*.
- Jaarsma, A. S.** (2015). On being taught. *The Canadian Journal for the Scholarship of Teaching and Learning*, 6(2), 6.
- Jaarsma, A. S., Kinaschuk, K., & Xing, L.** (2015). Kierkegaard, Despair and the Possibility of Education: Teaching Existentialism Existentially. *Studies in Philosophy and Education*, 1-17.
- Jaarsma, A.** (forthcoming). Design, Disability and Play: The Animal Politics of Education. *Gender and Education*.
- McGrath, April L.** (2014). Content, Affective, and Behavioral Challenges to Learning: Students' Experiences Learning Statistics. *International Journal for the Scholarship of Teaching and Learning*, 8(2).
- MacMillan, M.** (2014). Student connections with academic texts: A phenomenographic study of reading. *Teaching in Higher Education*, 19(8), 943-954.
- Miller-Young, J., & Yeo, M.** (forthcoming). Conceptualizing and Communicating SoTL: A Framework for the Field. *Teaching and Learning Inquiry, the ISSoTL Journal*.
- Miller-Young, J., Yeo, M., Manarin, K., Carey, M., & Zimmer, J.** (forthcoming) SoTL²: Inquiring into the Impact of Inquiry. In N. Simmons (Ed.) *The Scholarship of Teaching and Learning in Canada: Institutional Impact. New Directions in Teaching and Learning*.
- Miller-Young, J., Rathburn, M., Pettit, J., Dean, Y., Underwood, M., Gleeson, J., Lexier, R., Calvert, V., & Clayton, P.** (forthcoming). Decoding Ourselves: An Inquiry into Faculty Learning About Reciprocity in Service-Learning. *Michigan Journal of Community Service Learning*.
- Rathburn, M.** (2015). Building Connections Through Contextualized Learning in an Undergraduate Course on Scientific and Mathematical Literacy. *International Journal for the Scholarship of Teaching and Learning*, 9(1), article 11.
- Sterenberg, G., & O'Connor, K.** (2014). Strangers becoming critical friends: Teacher candidates' experiences of communities of practice. In Garbett, D., & Owens, A. (Eds) *10th International Conference on Self-Study of Teacher Education Practices* (Hermonceux Castle, Sussex, England), p. 195-197. The University of Auckland: Auckland, New Zealand.

2014-15 Invited presentations and workshops

(supported or partially supported by the Institute):

- Calvert, V., Miller-Young, J.,** Rosse, S. (Grant MacEwan University), & McKenzie-Robblee, S. (University of Alberta) (2014, Oct). *Alberta CSL panel: Where do you see CSL going in your institution given opportunities and constraints posed by changes in higher education and society?* Panel presentation at Community Service-Learning and Change, a preconference workshop for the Engagement Scholarship Consortium, Edmonton, AB.
- Jaarsma, A.** (2015, Sept). *Learning by Design*. . Presentation at the 38th Annual Philosophy Colloquium, Towson University, Baltimore, MD.
- Jaarsma, A.** (2015, Jan). *Teaching and Existential Materialisms*. Presentation at the Philosophy Lecture Series, University of Alberta, Edmonton, AB.
- Jaarsma, A.** (2015, Feb). *Teaching and Existential Materialisms*. Presentation at the *Religious Studies Lecture Series*, University of Calgary, Calgary, AB.

Jaarsma, A. (2015, March). *Kierkegaard after Arendt: Learning and Becoming*. Presentation at Kierkegaard Circle, University of Toronto, Toronto, ON.

Miller-Young, J. & Yeo, M. (2014, Nov). *Getting started in SoTL*. Pre-conference workshop presented at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Miller-Young, J. (2015, April). *Scholarship of Teaching and Learning: Minding the gap*. Presentation at the BBA Summit, Mount Royal University, Calgary, AB.

Miller-Young, J. (2015, May). *Inciting and igniting the Scholarship of Teaching and Learning*. Workshop presented at Medicine Hat College, Medicine Hat, AB.

2014-15 Conference Presentations

(supported or partially supported by the Institute; presenters from MRU unless otherwise indicated)

Amundsen, C. (SFU), Kenny, N. (UCalgary), Marquis, B. (McMaster), **Miller-Young, J.**, Poole, G. (UBC), Simmons, N. (Brock University), Timmermans, J. (U Waterloo), Verwoord, R. (UBC), Watson, G. (U Western), Cindy Xin (SFU), & **Yeo, M.** (2015, June). *Creating SoTL Concertos for Institutional Impact*. Panel presentation at the annual meeting of the Society for Teaching and Learning in Higher Education, Vancouver, BC.

Bennett, D. (2014, Nov). *Learning about qualitative research: A Conversation about a multi-disciplinary team's process when exploring student learning in an undergraduate studies course*. Presented at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Boman, J., Currie, G., MacDonald, R., Miller-Young, J., Yeo, M., & Zettel, S. (2014, October). *Decoding the disciplines across the globe: Adapting a SoTL paradigm to different institutional cultures*. Paper presented at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Quebec, QC (panel presentation with Gallaudet University and Bielefeld University, chaired by David Pace).

Boman, J., Currie, G., MacDonald, R., Miller-Young, J., Yeo, M., & Zettel, S. (2015, June). *Tuning in on tacit knowledge*. Paper presented at the annual meeting of the Society for Teaching and Learning in Higher Education, Vancouver, BC.

Dean, Y., Calvert, V., Gleeson, J., Lexier, R., Miller-Young, J., Rathburn, M., Underwood, M., & Clayton, P. (Indiana University-Purdue University Indianapolis) (2014, Sept). *Decoding Ourselves: Faculty thinking about reciprocity in global service learning courses*. Paper presented at the annual meeting of the International Association for Research on Service-Learning and Community Engagement, New Orleans, LA.

Drader, R., & Sepulveda, A. (2014, Nov). *What Students Want You to Know About Doing SoTL*. Keynote presentation at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Felten, P., Chick, N., & **MacMillan, M.** (2014, Oct). *A Collaborative Flash-Research Project on the State of the Field of SoTL*. Preconference workshop presented at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Quebec, QC.

Goitom, M., Chalmers, D., & **Oliver, B.** (2014, May). *Developing reflective/reflexive practice in social work field education: Curriculum that addresses and responds to theoretical and practice demands*. Paper presented at York University Teaching in Focus 2014 Conference: Education, Innovation and Transformation, Toronto, ON.

Jaarsma, A. (2015, May). *Placebos and the Problem of Design: Teaching, Learning, Developing*. Paper presented at the Canadian Philosophical Association, Ottawa, ON.

Jaarsma, A. (2015, May). *Placebos and Universal Design in Learning*. Paper presented at Philosophia: Feminist Continental Philosophy, Atlanta, GA.

Legaspi, A., Loblaw, T., Buick, W., & Contenti, M. (all from Bow Valley College) (2014, Nov). *Designing Quantitative Research in SoTL*. Pre-conference workshop presented at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Linkon, S. (Georgetown University) (2014, Nov). *Vive la difference!: Deploying disciplinary knowledge in collaborative work*. Keynote presentation at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Linkon, S. (Georgetown University), **MacMillan, M., Miller-Young, J., & Moore, J.** (Elon University) (2014, Oct). *Crossing thresholds across the curriculum*. Paper presented at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Quebec, QC.

MacMillan, M. (2014, Oct). *From passive consumers to passionate creators: how students develop their research processes over the course of an undergraduate degree*. Paper presented at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Quebec, QC.

MacMillan, M. (2014, Nov). *Evolving Strategies: How Students' Conceptions and Perceptions of the Research Process Develops as They Progress Through their Programs*. Paper presented at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

MacMillan, M. (2015, June). *Research as transformational experience: What students gain from research assignments*. Paper presented at the Canadian Information Literacy Conference, St. John's, NL.

MacMillan, M. & Rosenblatt, S. (2015, Mar). *They've found it. Can they read it? Adding academic reading strategies to your IL toolkit*. Association for College and Research Libraries Conference, Portland, OR.

Mahaffy, P. (King's University College) (2014, Nov). *Seeing Red, Telling Time, and Catalyzing Change*. Keynote presentation at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Manarin, K. & Bennett, D. (2014, Nov). *I Have Qualitative Data; Now What?* Pre-conference workshop presented at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Manarin, K., Carey, M., McGrath, A., & Davis, K. (2014, Nov). *Original Undergraduate Research in Classroom Contexts: Student Attitudes*. Paper presented at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Manarin, K., Carey, M., & McGrath, A. (2015, June). *Tuning into original undergraduate research in classroom contexts*. Paper presented at the annual meeting of the Society for Teaching and Learning in Higher Education, Vancouver, BC.

Mathison, B. (2014, Oct). *Learning in the Liminal: Being, Becoming, Transitioning, Transforming: Phase I*. Paper presented at the International Society for the Scholarship of Teaching and Learning, Quebec, QC.

Mathison, B. (2014, Nov). *Looking Back (Phase I), Moving Forward: A Glimpse into Practitioner Identity in Child Studies Students*. Paper presented at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

McCollum, B. (2014, Nov). *Cultivating Competent Undergraduate Researchers*. Paper presented at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

McCollum, B. (2015, June). *Student voices regarding molecular representation technologies*. Paper presented at the annual meeting of the Canadian Society for Chemistry, Ottawa, ON.

McNichol, J. (2015, June). *At the crossroads: Developing the ethical capacities of tomorrow's public relations practitioners*. Paper presented at the European Conference on the Scholarship of Teaching and Learning, Cork, Ireland.

Miller-Young, J., Marquis, B. (McMaster), Murray, S. (U PEI) & Belisle, M. (U Sherbrooke). (2015, June). *Writing and publishing your scholarship of teaching and learning*. CJSOTL session presented at the annual meeting of the Society for Teaching and Learning in Higher Education, Vancouver, BC.

Miller-Young, J. & Yeo, M. (2014, Nov). *Conceptualizing and Communicating SoTL: A Framework for the Field*. Paper presented at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Miller-Young, J., Yeo, M., Manarin, K., & Carey, M. (2014, Nov). *Levels of Impact: Inquiring into the Impact of SoTL Inquiry*. Paper presented at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Miller-Young, J., Yeo, M., Manarin, K., & Carey, M. (2015, Jan). *Scholarship of Teaching and Learning: Impact on Faculty at a Canadian University*. Paper presented at the Hawaii International Conference on Education, Honolulu, HI.

O'Connor, K., Sterenberg, G., & Drader, R. (2014, Nov). *Conversations within Communities of Practice: Our work in Teacher Education Action Research*. Keynote presentation at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

O'Connor, K., & Sterenberg, G. (2015, May). *Teacher candidates' learning through place-based seminars*. Paper presented at the annual meeting of the Canadian Society for the Study of Education, Ottawa, ON.

O'Connor, K., & Sterenberg, G. (2015, May). *Place-based pedagogies: Authentic relationships between theory and practice*. Presentation at the annual Mount Royal Faculty Association Professional Development Days, Kananaskis, AB.

Oliver, B., Chalmers, D., & Goitom, M. (2014, Nov). *Grounded theory and the scholarship of teaching and learning: Methodology that responds to theoretical and practice demands*. Paper presented at the 2014 Symposium on Scholarship of Teaching and Learning, Banff, AB.

Rathburn, M., Lexier, R., & Lackie, C. (2014, Nov). *Promoting Student Learning: Integration Through Collaboration*. Paper presented at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Sherrow, T. (2015, May). *Quantifying your Classroom Practices*. Presentation at the annual Mount Royal Faculty Association Professional Development Days, Kananaskis, AB.

Sterenberg, G., & O'Connor, K. (2015, January). *Teacher candidates' experiences of overlapping communities of practice: Shifting mindsets*. Paper presented at Thirteenth Annual Hawaii International Conference on Education, Waikiki, Oahu.

Sterenberg, G., & O'Connor, K. (2015, April). *Shifting between identities: Teacher candidates' experiences of an integrated place-based course*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Williams, A., Guglietti, V., Haney, S., & MacDonald, R. (2015, June). *A preliminary exploration of journalism students' development of professional identity*. Paper presented at the annual meeting of the Canadian Communications Association, Ottawa, ON.

Wuetherick, B. (Dalhousie University), Ellis, D. (University of Waterloo), **Miller-Young, J.**, Wolf, P. (Queens University) (2015, June). *Change in Higher Education Teaching and Learning*. Panel presentation at the annual meeting of the Canadian Society for the Study of Higher Education, Ottawa, ON

External Blog Posts

- Manarin, K. (2015, Feb). Exploring common ground?
SoTL Canada blog: <https://sotlcanada.wordpress.com/2015/02/11/exploring-common-ground/>
- Powell, N., Harmon, B.a, & MacMillan, M. (2015, July)
Student-generated data – Trends in the 2014 Conference program.
ISSOTL Blog: <http://www.issotl.com/issotl15/node/105>
- MacMillan, Margy. (3/24/2015). EBLIP + IL = SOTL. C-EBLIP Brain Work blog:
<http://words.usask.ca/ceblipblog/2015/03/24/eblip-il-sotl/>
- MacMillan, Margy. (11/4/2014). Reflecting on Research. C-EBLIP Brain Work blog:
<http://words.usask.ca/ceblipblog/2014/11/04/reflections-on-research/>
- Miller-Young, J. (2015, May) Mark your calendars! SoTL presentations at the STLHE conference, June 16-19 in Vancouver. SoTL Canada blog: <https://sotlcanada.wordpress.com/2015/05/14/mark-your-calendars-sotl-presentations-at-the-stlhe-conference-june-16-19-in-vancouver/>

Other Professional Service (Director)

Institution

- Member, Research and Scholarship Advisory Committee (majority of this committee's work this year related to revising the Institute Policies and Procedures and RSAC Charter)
- Institutes & Centres representative, Hiring Committee for Associate Vice-President Research, Scholarship and Community Engagement
- APTC Sub-Committee Member on High-Service Roles

Faculty

- Member, Scholar's Council, Faculty of Teaching and Learning
- Tenure Committee Member, Academic Development Centre (one tenure review in 2014-15)
- Faculty Mentor, Academic Development Centre's Faculty Mentorship Program

External

- Committee Member, PhD Supervisory Committee for Mandana Sobhanzadeh (Senior Physics Lab Instructor at MRU and PhD candidate in Physics Education, University of Calgary)
- Chair, SoTL Canada (a special interest group of the Society for Teaching and Learning in Higher Education)
- Associate Editor, Canadian Journal for the Scholarship of Teaching and Learning

Looking ahead

A number of projects are already underway for the next year, and several new initiatives beginning:

- Registration is open for the 6th annual Symposium on SoTL in Banff, Nov 12-14 2015 and program will be available in September
- In addition to keynote speakers for the Symposium, the Institute will bring at least two Distinguished Scholars to MRU campus in 2015-16, including Dr. Patti Clayton in collaboration with the CACSL (Canadian Alliance for Community Service Learning) conference hosted at MRU in May 2016
- The Institute is pleased to announce that Dr. Karen Manarin has accepted a Research Associate position for 2015-17; the primary responsibility of this position will be to take a leadership role in facilitating SoTL on the topic of undergraduate research with faculty from across Mount Royal University
- The Institute is collaborating with MacEwan University to bring their faculty into the Nexen Scholars program in 2016
- The Institute is collaborating with the University of Calgary to submit a proposal to host the 2017 ISSoTL conference
- Following the release of MRU's 2025 Strategic Plan last academic year, the Institute will undergo its own strategic planning process in fall 2015, in consultation with the MRU community
- The Institute continues to seek funding for new projects, and will continue to work with our development office in order to raise funds to, at a minimum, cover Institute operating costs. Achieving financial sustainability remains a critical priority and concern.

Staff

Full time

Dr. Janice Miller-Young, Associate Professor and Director

Anne Johnston, Administrative Co-ordinator

Associates

Dr. Margy MacMillan, Outreach Co-ordinator and Symposium Co-convenor

Dr. Yasmin Dean, Community Service Learning Self-study Project Co-ordinator

Dr.'s Deb Bennett (General Education), **April McGrath** (Psychology) and

Michelle Yeo (Academic Development Centre), Nexen Scholars Program Co-facilitators

Also many thanks for in-kind support from

Dr. Jennifer Boman (Academic Development Centre)

– service on the SoTL Scholarship Review Committee

Suman Panta (Office of Research Services)

– support research funding oversight and financial reporting

Dr. Miriam Carey (Academic Development Centre)

– facilitation of spring ADC Writing Retreat which included 3 scholars working on 2 institute-supported research projects

Allan Gruber and **Ian Borg** (Academic Development Centre)

– videography and editing of Nexen Scholars' videos for Institute website

Marlena Cross and **Michelle Bodnar** (Marketing and Communications)

– support for communication materials and website redesign



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Teaching and Learning**