ISSOTL 2013 Conference Schedule

Wednesday, October 2, 2013 | Pre Conference Workshops

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

- Marian McCarthy, Daniel Blackshields, **LOOKING AT ART: MAKING TEACHING AND LEARNING VISIBLE**
- Rebecca Pope-Ruark, **AGILE FACULTY: NEW COLLABORATION STRATEGIES FOR TEACHING AND SOTL RESEARCH**
- Craig E Nelson, **DISARMING FACULTY RESISTANCE TO TAKING SOTL SERIOUSLY**

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

- Deborah Currier, **“LANDSCAPES OF LEARNING:” A PARTICIPATORY STAGED READING OF A NEW THEATRE PIECE**
- Joan K. Middendorf, David Pace, Leah Shopkow, Arlene Diaz, **ELIMINATING ZOMBIES WITH DECODING THE DISCIPLINES AND THRESHOLDS CONCEPTS**
- Sherry Lee Linkon, Jonathan Kaufman, John Russo, Randy Bass, **GOING REALLY PUBLIC: TALKING ABOUT TEACHING AND LEARNING BEYOND THE ACADEMY**

All-Day Workshops (9:00 AM – 4:30 PM, Includes Lunch)

- Phillip M Motley, Amanda Sturgill, Bill Deal, Chris Anson, Bill Hart-Davidson, Beth Marquis, Peter Felten, **SYMPOSIUM ON THE DIGITAL HUMANITIES, SOTL AND UNDERGRADUATE EDUCATION**
- Rochelle Rodrigo, Sarah Spangler, Megan Mize, **LOST & FOUND IN A WONDERLAND OF MOBILE LEARNING**
- Thomas Olsson, Torgny Roxå, Katarina Winka, Anders Ahlberg, Maria Larsson, Katarina Mårtensson, **PEER-REVIEW ASSESSMENT OF TEACHING USING TEACHING PORTFOLIOS AS THE CENTRAL DOCUMENT**
- Council on Undergraduate Research Pre-Conference Symposium

Wednesday, October 2, 2013 | Conference Events

Reception (5:30 PM – 6:30 PM)

Opening Session and Plenary: Randy Bass (6:30 PM – 8:00 PM) with Chris Anson and Jennifer Hilll
Thursday, October 3, 2013 | Conference Events

Conference Breakfast (8:00 AM – 9:00 AM)

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

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

- Workshop: Jeffrey L. Bernstein, THINKING ABOUT METHODS: PERSPECTIVES ON HOW WE DO WHAT WE DO
- Workshop: Niamh Kelly, Janice Miller-Young, Dik Harris, Gary Poole, Bettie Higgs, TRANSITIONING INTO SOTL: DECODING SOTL WHILE IDENTIFYING BOTTLENECKS AND THRESHOLD CONCEPTS
- Workshop: Linda Macri, Daune O'Brien, Courtney Guth, BRINGING STUDENTS INTO SOTL THROUGH AN UNDERGRADUATE TEACHING ASSISTANT PROGRAM
- Panel: David Voelker, Ryan Martin, La Vonne Cornell-Swanson, THE WISCONSIN TEACHING FELLOWS & SCHOLARS PROGRAM: CULTIVATING COMMUNITY AND LEADERSHIP THROUGH SOTL
- Panel: Stefanie Panke, A BOOK BY ANY OTHER NAME WOULD READ AS WELL? HOW E-BOOKS TRANSFORM READING, WRITING AND PUBLISHING PRACTICES
- Workshop: Mary Louise Rearick, THE READING AND WRITING CONNECTION—GLOBAL ISSUES PERSPECTIVES: A DIGITAL STORYTELLING (GIPADS) PROJECT
- Workshop: Kathy Schuh, Samuel Van Horne, Jae-Eun Russell, FACTORS ASSOCIATED WITH INSTRUCTORS’ AND STUDENTS’ SUCCESSFUL ADOPTION OF LEARNING TOOLS IN INTERACTIVE E-TEXTBOOKS
- Panel: Stefanie Panke, A BOOK BY ANY OTHER NAME WOULD READ AS WELL? HOW E-BOOKS TRANSFORM READING, WRITING AND PUBLISHING PRACTICES
- Panel: Pat Michaelson, Mary Huber, Nancy Chick, Karen Manarin, Christina Hendricks, REACHING OUT TO THE WIDER (DISCIPLINARY) AUDIENCE
- Panel: Brenda Rinard, TEACHING TRANSITIONS: INTEGRATING WAC ACROSS CAMPUS
- Panel: Sandra Lynn Tarabochia, EMBRACING THE WAC/SOTL ALLIANCE: FACULTY COLLABORATION AS RELATIONAL PEDAGOGY
- Panel: Nwabisa Josephine Bnagnei, STUDENTS’ ACQUISITION OF DISCIPLINARY KNOWLEDGE THROUGH SUPPLEMENTARY ACADEMIC ASSISTANCE:
- Panel: Krys Strand, John Reber, SYMBIOSIS: IMPROVING SKILLS AND CONFIDENCE IN MATHEMATICS FOR LIFE SCIENCE STUDENTS AND CLOSING THE LOOP WITH LIFE SCIENCE APPLICATIONS FOR MATHEMATICS STUDENTS
- Panel: Matthew Fisher, HOW CHEMISTS THINK: IMPLICATIONS FOR STUDENT LEARNING AND METACOGNITION
- Panel: Valerie Mannix, FOSTERING “POSSIBLE” AND “IDEAL” SOTL AGENTS THROUGH “HOLDING, TRANSITIONAL SPACES”.
- Panel: Laura Harrington, Teal McAteer, FACULTY VIEWS ON RISK AND CHANGE: A PRELIMINARY INVESTIGATION
- Panel: Deandra Little, David A Green, SOTL AROUND THE EDGES: MARGINALITY, DISCIPLINARITY, AND THE DIFFICULTY OF “FIT”
- Panel: Carrie Wastal, TRANSFER STUDENTS AND OPPORTUNITIES FOR PEDAGOGICAL CHANGE
- Panel: Jennifer Clark, Lisa Gurney, Sarah Lawrence, Rhonda Leece, John Malouff, Yvonne Masters, Jackie Reid, Isabel Tasker, Fredy Valenzuela, Janelle Wilkes, TRANSITION PEDAGOGY FOR STAFF AND STUDENTS: THE FIRST YEAR TEACHING AND LEARNING NETWORK COORDINATORS
- Panel: Orly Sela, LEARNING WITH AND FROM EACH OTHER: SOCIAL ONLINE TEACHING AND LEARNING
- Panel: John A. Huss, Shannon Eastep, UNIVERSITY STUDENTS’ ATTITUDES TOWARD ONLINE LEARNING AND INSTRUCTOR PRESENCE
- Panel: Megan Mullen, ASSESSING COGNITIVE PRESENCE IN AN “À LA CARTE” BLENDED COURSE
Chiron Wesley Graves, GETTING PRE-SERVICE SCIENCE TEACHERS (PSTS) INVOLVED IN SOTL SECONDARY SCHOOL STYLE

Nelson Graff, TEACHING INQUIRY AS A HIGH-LEVERAGE PRACTICE: WHAT IMPACT ON STUDENT TEACHERS?

Tawannah G. Allen, Carol Mullen, James H. Johnson, Jr., USING APAC TO IMPROVE THE EDUCATIONAL OUTCOMES OF AFRICAN AMERICAN AND HISPANIC MALE STUDENTS

Panel:

Susannah McGowan, THRESHOLD CONCEPTS ON A MASSIVE SCALE

Prudence C. Layne, Peter Lake, ASSESSING THE IMPACT OF COURSE FORMAT, DELIVERY, MODE, AND DURATION ON TEACHING AND LEARNING

John P Egan, EFFICACY AND IMPACT OF FORMATIVE AND SUMMATIVE ASSESSMENT IN AN ONLINE ELEARNING COURSE: FINDINGS FROM A SOTL STUDY

Panel: Milton Cox, Gregg Wentzell, Laurie Richlin, THE IMPACT OF SOTL JOURNALS ON CHANGE AND LEARNING IN HIGHER EDUCATION: EXAMPLES FROM 3 JOURNALS

Conference Lunch (12:30 PM – 1:30 PM)

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


Workshop: Katarina Mårtensson, Klara Bolander Laksov, COLLEGIAL INFLUENCE ON SOTL-WORK – TEACHING AND LEARNING REGIMES AS A PIVOTAL PROFESSIONAL CONTEXT

Workshop: Kristina Ann Meinking, Ryan C Fowler, LINKING THE LIBERAL ARTS: AN ALTERNATIVE TO THE MOOC

Panel: Mathew Hayden Gendle, ADVANCING SOTL THROUGH THE WORK OF UNDERGRADUATE RESEARCH JOURNALS

Panel: Nicola Simmons, Earle Abrahamson, Jessica Deshler, Barbara Kensington-Miller, Karen Manarin, Sue Moron-Garcia, Carolyn Oliver, Joanna Renc-Roe, TROUBLESOME AND TRANSFORMATIVE TRANSITIONS: ON THE YELLOW BRICK ROAD TO SOTL IDENTITY

Panel: Jessie L. Moore, Paula Rosinski, Carmen Werder, CRITICAL TRANSITIONS IN WRITING TRANSFER: INQUIRY AND IMPLICATIONS

Panel: Bettie Higgs, Arlene Diaz, Joan Middendorf, Leah Shopkow, David Pace, BEYOND COVERAGE: USING THRESHOLD CONCEPTS AND DECODING THE DISCIPLINES TO FOCUS ON THE MOST ESSENTIAL LEARNING

Panel:

Steven A Freeman, SOTL IN UNIVERSITY PROMOTION AND TENURE DECISIONS

Ragnhild Sofie Sandvoll, Marit Allern, STRATEGY STATEMENT FOR TEACHING AND LEARNING – A PAPER EXERCISE OR A STEERING DOCUMENT INITIATING SCHOLARLY TEACHING AND SOTL?

Marilyn Cohn, HOW CAN HIGHER EDUCATION LEADERS INTEGRATE SOTL WORK INTO THE CULTURE OF THE INSTITUTION? INSIGHTS FROM THE FACULTY!

Panel:

Tia Josslyn Cooney, Sally Dampier, Carine Gallagher, EMERGING TECHNOLOGIES: DELIVERING A BSCN PROGRAM TO RURAL AND REMOTE AREAS

Louela Manankil-Rankin, Patricia Ann Sevean, Lunyk Child Ola, Lynda Bentley Poole, Sally E. Dampier, Karen Poole, Lynn Martin, TRANSITIONING INTO PRACTICE: CAPSTONE EXPERIENCE FOR BACCALAUREATE NURSING STUDENTS

Panel:

Clair Patricia Hughes, Simon Barrie, GENERATING CREDIBLE EVIDENCE OF GRADUATE LEARNING OUTCOMES: AN INVESTIGATION OF ASSESSMENT PRACTICE
- Sean Scott Brawley, *TIME-ON-TASK DIARIES: REVISITING WHAT STUDENTS AND FACULTY DO IN ASSESSMENT*
- Sarah Bunnell, *REFLECTIVE PORTFOLIOS: LINKS TO CURRENT AND EXTENDED LEARNING OUTCOMES*

**Panel:**
- Anders Ahlberg, *SOTL IN POSTDOC PROGRAMMES – CONSTRUCTING USEFUL KNOWLEDGE OF DOCTORAL EDUCATION*

**Panel:**
- Patricia Owen-Smith, *STRENGTHENING INQUIRY-BASED LEARNING WITH CONTEMPLATIVE PRACTICES*
- Marian Dobos, Richard Guy, Bruce Byrne, *REPLACING TRADITIONAL LECTURES WITH ACTIVE LEARNING METHODOLOGIES – TWO MODELS FOR THE BIOMEDICAL SCIENCES*

**Panel:**
- Rosalind Duhs, *CHANGING LANDSCAPE, CHANGING SOTL: INTENSIVE RESEARCHERS AS SCHOLARS OF TEACHING*
- Tilly Hinton, *A CASE FOR SCHOLARSHIP: UNDERSTANDING THE INFLUENCES OF GRANT FUNDING ON INDIVIDUAL, INSTITUTIONAL AND SECTORAL TRANSITIONS*
- David Purcell, Sarah Samblanet, *EXAMINING A DECADE OF RESEARCH ON INTRODUCTORY SOCIOLOGY: WHAT ARE THE LESSONS FOR THE SCHOLARSHIP OF TEACHING AND LEARNING?*

**Panel:**
- John Draeger, Pixita del Prado Hill, Ronnie Mahler, *AT AN IMPASSE: FACULTY AND STUDENT CONCEPTIONS OF ACADEMIC RIGOR*
- Kathleen Colville, *SETTING STUDENTS UP FOR FAILURE*
- Sanjay Marwah, Daniel Rhodes, *STUDENT PERCEPTIONS OF RESEARCH AND SCHOLARSHIP: CHALLENGES AND IMPROVEMENTS*

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

**Workshop:** Brad Wuetherick, Martin Luck, Rachel Spronken-Smith, Jason Brodeur, Tara Kajaks, Paula Myatt, An Verburgh, Helen Walkington, *COMPLETING THE RESEARCH CYCLE: A FRAMEWORK FOR PROMOTING DISSEMINATION OF UNDERGRADUATE RESEARCH AND INQUIRY*

**Panel:** Ellen G. Rafshoon, Ellen G. Rafshoon, Lydia Anne Soleil, Lee Kurtz, Alvina Atkinson, *MASTER TEACHER PROGRAM: INSPIRING FACULTY TO BE SCHOLARS OF STUDENT LEARNING*

**Panel:** Colleen M. Tremonte, Samantha Noll, Louise Jezierski, *“DISCIPLINARY ‘TOOLBOXES’: INTERDISCIPLINARY TEACHING AND COLLABORATIVE INQUIRY”*

**Panel:** Ketevan Kupatadze, David Neville, Sarah Glasco, Olivia Chaplin, *CRITICAL TRANSITIONS IN FOREIGN LANGUAGE PEDAGOGY: NEW APPROACHES THAT FOSTER STUDENTS’ ENGAGEMENT, CRITICAL THINKING AND INTERCULTURAL COMPETENCE*

**Panel:** Stephen Bloch-Schulman, Daniel Malotky, Spoma Jovanovic, John Humphrey, Sherry Giles, *WHAT KIND OF COMMUNITY? AN INQUIRY INTO TEACHING PRACTICES THAT MOVE BEYOND EXCLUSION*

**Panel:** Maria Stalzer Wyant Cuzzo, Aeron Haynie, Jennifer Heinert, Renee Howarton, *MOVING FROM THE PERIPHERY TO THE CORE: THE ROLE OF CENTERS FOR TEACHING & LEARNING IN PROVIDING INSTITUTIONAL SUPPORT FOR SOTL WORK*

**Panel:**
- Jennie Osborn, Catriona Cunningham, *KISSING THE FROG: TRANSFORMING TEACHERS BY TURNING POETRY INTO PRAXIS*
Wendy K. Matthews, EXAMINING ENSEMBLE MUSICIANS’ MOTIVATION AND COHESION IN UNIVERSITY AND COMMUNITY COLLEGE SETTINGS

Panel:
- Arlene Diaz, Joan Middendorf, Leah Shopkow, David Pace, DECODING STUDENT PRECONCEPTIONS AND EMOTIONAL BOTTLENECKS TO LEARNING IN HISTORY
- Etleva A. Lala, THE IMPACT OF DARWIN’S EVOLUTION THEORY IN HISTORY LEARNING IN ALBANIA

Panel: Gary Poole, Martin Weller, Mary Kayler, Jim Groom, Andrea Livi Smith, WHAT IS THE ROLE OF ‘DIGITAL SCHOLARSHIP’ IN HIGHER EDUCATION, FACULTY DEVELOPMENT AND THE SCHOLARSHIP OF TEACHING AND LEARNING?

Panel:
- Torgny Roxå, Katarina Martensson, ACADEMIC FREEDOM WITHIN COLLEGIAL HIERARCHIES – AFFECTING SOTL?
- Torgny Roxå, POWER IN HIGHER EDUCATION – TEACHERS INTERACTING WITH FORMAL LEADERS.

Panel:
- Emma Fitzhugh, FACILITATING STUDENT DISCUSSION: THE CASE OF A POLITICAL SCIENCE CLASS
- Mandy Asghar, LET’S TALK! EXPLORING THE EXPERIENCE OF DIALOGUE DAYS, A STUDENT ENGAGEMENT ACTIVITY.
- Frances Bottenberg, “THAT’S JUST MY OPINION”: COPING WITH CLASSROOM INQUIRY BUSTERS

Panel:
- Joel Schneier, WRITING ABOUT WRITING: EMPOWERING FIRST-YEAR L2 WRITERS THROUGH META-DISCURSIVE WRITING, RESEARCH, AND GENRE ANALYSIS OF ACADEMIC WRITING
- Scott Chien-Hsiung Chiu, ZOOM IN ON THE NEW MARGIN: PERSPECTIVES FROM INTERNATIONAL CHINESE STUDENTS IN US HIGHER EDUCATION

Panel:
- Nina Bosch Namaste, REINFORCING STEREOTYPES OR TRANSFORMING THEIR WORLD VIEW?: ASSESSING HOW STUDY ABROAD PROGRAMS DEVELOP CULTURAL COMPETENCY
- Alicia H. Nordstrom, REDUCING RACISM IN COLLEGE STUDENTS: USING SOTL TO EVALUATE THE IMPACT OF A PEACEBUILDING PEDAGOGY

Panel:
- Kathryn L. Allyn, Kelly A. Boyce, Colleen P Gilrane, Maggie L. Lohr, MONDAY NIGHTS AT PANERA: AN ALTERNATIVE SETTING FOR SOTL
- Abdalla A Alsmadi, THE DEVELOPMENT AND VALIDATION OF THE ACADEMIC RELATED BEHAVIORS SCALE (ARBS)
- Diane Angell, THE EFFECT OF METACOGNITIVE EXAM PLANNING ASSIGNMENTS ON STUDENT PERFORMANCE IN AN INTRODUCTORY BIOLOGY COURSE.
- Marnie E. Arkenberg, HOW DOGS, KIDS AND COLLEGE STUDENTS LEARN NEW TRICKS: WHAT DYNAMIC TRICKY MIX THEORY AND CHILD LANGUAGE LEARNING CAN TELL US ABOUT TEACHING.
- Jennifer Austin, Gregory Austin, MAKING THE CONNECTION: ASSESSMENT TO LEARNING OUTCOMES
- Shampa Biswas, EVALUATING PEDAGOGY PROCESSES FOR WRITING: A PRACTITIONER INQUIRY FOR WRITING CENTER RESEARCH
- Steven W Brown, Jennifer Oliver, Renee Michael, PROMOTING THE INTELLECTUAL SKILL OF SYNTHESIS THROUGH STUDENT SCIENTIFIC WRITING
- Miriam Carey, Karen Manarin, Melanie Rathburn, Glen Ryland, CRITICAL READING IN GENERAL EDUCATION
- Verna Case, Susanna Boylston, Kristen Eshleman, A FLIPPED APPROACH TO A SEMINAR CLASS

Poster Session and Reception (5:30 PM – 7:00 PM; Reception Begins at 5:15 PM)

Poster Presenters
- Kathryn L. Allyn, Kelly A. Boyce, Colleen P Gilrane, Maggie L. Lohr, MONDAY NIGHTS AT PANERA: AN ALTERNATIVE SETTING FOR SOTL
- Abdalla A Alsmadi, THE DEVELOPMENT AND VALIDATION OF THE ACADEMIC RELATED BEHAVIORS SCALE (ARBS)
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- Steven W Brown, Jennifer Oliver, Renee Michael, PROMOTING THE INTELLECTUAL SKILL OF SYNTHESIS THROUGH STUDENT SCIENTIFIC WRITING
- Miriam Carey, Karen Manarin, Melanie Rathburn, Glen Ryland, CRITICAL READING IN GENERAL EDUCATION
- Verna Case, Susanna Boylston, Kristen Eshleman, A FLIPPED APPROACH TO A SEMINAR CLASS
Diane D. Chapman, USING ACTION LEARNING FOR CREATIVE PROBLEM SOLVING IN DOCTORAL DISSERTATION PROPOSAL PREPARATION


Dana D'Angelo, Andy Macaleree, Katie Meier, CONSULTING BASED ACTION LEARNING AS AN EXPERIENTIAL LEARNING ALTERNATIVE

Dorothy Dillard, Rebecca Fox-Lyken, R U RDY 2 RITE? IMPROVING WRITING SKILLS USING THE COMMON READER AND A REITERATIVE WRITING PROCESS

Christine Sorrell Dinkins, QUALITATIVE INSTITUTIONAL ASSESSMENT: ARTICULATING THE VALUE OF FACE-TO-FACE EDUCATION

Jason Edward Dowd, Julie A. Reynolds, UNDERSTANDING HOW UNDERGRADUATE THESIS WRITING IMPACTS LEARNING ACROSS DISCIPLINES

Frank Joseph Fedel, EMPOWERING STUDENTS AND ENCOURAGING ENGAGEMENT - TEACHING AND LEARNING WITH "LECTURE CAPTURE"

Charles Ford, Amy Boyett, ASCERTAINING STUDENT TRANSFORMATIONAL LEARNING ABILITIES IN INTERIOR DESIGN EDUCATION

Maria Teresa Gallardo-Williams, USE OF STUDY AIDS IN AN INTRODUCTORY ORGANIC CHEMISTRY COURSE: AN INTERVENTION THAT BENEFITS LOW-PERFORMING STUDENTS

T. H. M. Gellar-Goad, MYTHOLOGICAL ROLEPLAYING ADVENTURES IN LATIN PROSE COMPOSITION: GAMIFYING A FOREIGN-LANGUAGE GRAMMAR COURSE

Colleen P Gilrane, Kristin T. Rearden, Hannah Louderback, Jessica Covington, FOCUSING TEACHER EDUCATION ON DEEP UNDERSTANDING IN A CULTURE OF "RUBRIC PREP"

Chiron Wesley Graves, Christopher Valasin, William Spotts, Lauren Mayleben, WHAT WERE THEY THINKING AND CAN WE CHANGE THAT?: AN INVESTIGATION INTO MIDDLE SCHOOL STUDENTS’ THINKING ABOUT PLANT GROWTH

Wendy Heck Grillo, Sandra L White, Gail P Hollowell, INFUSION OF COURSE BASED UNDERGRADUATE RESEARCH EXPERIENCES (CURE) INTO INTRODUCTORY CORE COURSES OF A BIOLOGY CURRICULUM

Sirena Hargrove-Leak, PROBLEM SOLVERS + E-MINDS = CONTEMPORARY ENGINEERS

Kelly Hewson, Lee Easton, WHO SPEAKS FOR SOTL?

Carol Hostetter, ASSESSING HIGHER COGNITIVE SKILLS IN UNDERGRADUATE LEARNING

Ken Hubbell, BEYOND THE SCO - MODULAR COURSEWARE - FROM CONCEPT TO BUSINESS IMPACT

Clair Patricia Hughes, Simon Barrie, SOTL OR SOTLA? PRACTICE OR POLICY? ASSESSMENT POLICY AS A SUITABLE FOCUS FOR SCHOLARSHIP

Andrea Hunt, Margaret Stiffler, E. Megan Glancy, Maria Febbo, THE ROLE OF DEVELOPMENTAL ADVISING IN TEACHING THE WHOLE STUDENT

Korrel Kanoy, Marnie Arkenberg, WHEN AND HOW CAN WE EXPECT STUDENTS TO LEARN EMOTIONAL INTELLIGENCE IF WE DON’T TEACH IT?

Susan Larson, Mona Ibrahim, ASSESSMENT OF UNDERGRADUATE RESEARCH AT A PRIVATE LIBERAL ARTS COLLEGE

Jacquelyn Lee, WE NEVER GET A SECOND CHANCE TO MAKE FIRST IMPRESSION: INTRODUCTORY COURSE DESIGN FOR SIGNIFICANT LEARNING

Jacquelyn Lee, Sarah Himmelheber, THE POWER OF PRESENCE IN THE 21ST CENTURY CLASSROOM: INTEGRATING MINDFULNESS-BASED PEDAGOGY TO CULTIVATE ATTENTION, CURIOSITY, COMPASSION, AND INTENTION AMONG STUDENTS AND EDUCATORS

Jessica Leveto, PINTEREST PEDAGOGY - WAYS TO UTILIZE PINTEREST IN HIGHER EDUCATION AND SOTL

Peggy Liggit, Bethany Fort, DIALOGUEMU: THE POWER OF DIALOGUE ON A COLLEGE CAMPUS

Victoria Lipinski, Kate Sidwell, EXPERIENTIAL EDUCATION AND STUDENT DEVELOPMENT: THE DEVELOPMENT OF A SELF-EFFICACY SCALE FOR INTERCULTURAL COMPETENCE

Judith Longfield, Hsiu-Lien Lu, CRITICAL TRANSITIONS IN FACULTY PEDAGOGICAL LEARNING: DOES EXTENDED TRAINING WORK?

Wendy K. Matthews, ENGAGEMENT AND RETENTION OF UNIVERSITY STUDENTS: THE MARCHING BAND EXPERIENCE

Christopher McCarrick, Joseph C. Bodziack, VIRTUAL PRESENCE/VIRTUAL ABSENCE: RETAINING (DIS-)EMBODIED STUDENTS IN ONLINE CLASSROOMS

Jessica A. Merricks, Bethany Stone, STUDENT ATTITUDES AND AWARENESS: HOW DO STUDENTS’ ATTITUDES TOWARDS THE CONTENT AND THEIR AWARENESS OF THE LEARNING OBJECTIVES RELATE TO OVERALL SUCCESS?

Susan Miller-Cochran, Dana Gierdowski, DIVERSIFYING DESIGN: UNDERSTANDING MULTILINGUAL PERCEPTIONS OF LEARNING IN A FLEXIBLE CLASSROOM

Carolyn Kelly Ottman, GLOBAL LEARNING CONTINUUM FOR NON-TRADITIONAL ADULT LEARNERS

Carolyn Kelly Ottman, Karla Kubitz, Wayne T McCormack, Jim Sibley, USING TEAM-BASED LEARNING TO “FLIP YOUR CLASSROOM”
Craig E Nelson, **AN IDEALIZED MODEL FOR DESIGNING, PRESENTING AND EVALUATING SOTL PROJECTS**

Stefanie Panke, Maureen Berner, **MONITORING PROGRAM EFFECTIVENESS WITH COMPETENCE ASSESSMENT RUBRICS: THE CAROLINA MPA PROGRAM**

Pam Parker, **SO WHAT IS TEACHING EXCELLENCE AND HOW SHOULD WE ASSESS AND REWARD IT?**

Jeffrey Phillips, Katharine Clemmer, Jeremy McCallum, Thomas Zachariah, **IMPROVING STUDENTS’ PROBLEM-SOLVING COMPETENCE WITH THINK-ALOUDS**

Bridgett Piernik-Yoder, **EVALUATION OF THE USE OF STRUCTURED SELF-ASSESSMENT WITH GRADUATE-LEVEL OCCUPATIONAL THERAPY STUDENTS**

Susan Polich, Sallie Mayer, Brigitte Sicat, Christine Huynh, Rita Willett, Laura Morgan, Andy Pinson, **CAN STUDENTS IN AN INTERPROFESSIONAL LEARNING EXPERIENCE STILL HAVE DISCIPLINARY KNOWLEDGE GAINS?**

Rhonda M. Rabbitt, Susie Hughes, **ACTION RESEARCH TO IMPROVE TEACHING AND LEARNING**

Jill Rinzell, **SERVICE LEARNING, ACADEMIC ENGAGEMENT AND CRITICAL THINKING**

Erin Robinson, Ashley Grantham, Diane Chapman, **DEVELOPING THE FEEDBACK LOOP: STRATEGIES FOR INCREASING RESPONSE RATES ON END OF COURSE EVALUATIONS**

Alan Russell, **HOW DO STUDENTS UNDERSTAND STANDARD DEVIATION?**

Brian P Smentkowski, **TRANSFORMING THE INSTITUTIONAL ETHOS THROUGH THE SCHOLARSHIP OF TEACHING AND LEARNING**

Dannelle D. Stevens, Micki M. Caskey, **SOTL AS COLLABORATIVE PRACTICE: SUPPORTING THE CRITICAL TRANSITION TO CO-INSTRUCTION WITH DOCTORAL STUDENTS**

Kearsley Stewart, **THE UNDERGRADUATE GLOBAL HEALTH FIELD RESEARCH EXPERIENCE: STUDY ABROAD, SERVICE LEARNING, PROFESSIONAL TRAINING, OR "NONE OF THE ABOVE"?**

Amanda Sturgill, Phillip M Motley, Brian Walsh, **MENTORING ACROSS LEVELS: USING SERVICE-LEARNING TO INVOLVE STUDENTS ACROSS MULTIPLE LEVELS IN A PRE-PROFESSIONAL PROGRAM**

April Tallant, Brenda Marques, Nicole Martinez, **IN PURSUIT OF SIGNIFICANT LEARNING: MEASURING APPLICATION AND CARING LEARNING IN A UNIVERSITY PERSONAL NUTRITION COURSE**

Charles Thomas, Kirti Sawhney Celly, **BUDDING ENTHUSIASTSS: COLLABORATIVE, INTERDEPARTMENTAL PERSPECTIVES ON ENGAGED LEARNING OF ETHICS & LAW**

J. Scott Townsend, Derek J. Mohr, **SOTL IN TEACHER EDUCATION: TRAINING PRE-SERVICE TEACHERS TO DEMONSTRATE A POSITIVE IMPACT ON LEARNING**

Daniel R. VanHorn, Abigaile M. VanHorn, Sean P. Brady, **STUDENT AND FACULTY PERSPECTIVES ON THE VALUE OF AN UNDERGRADUATE PRECEPTOR PROGRAM**

Andrea Webb, **LEARNING WITH/THROUGH OTHER EYES: DEVELOPING THE SCHOLARSHIP OF TEACHING AND LEARNING WITH A COHORT OF SCHOLARS FROM BEIJING**

Sheila M Whitley, **TEACHING CRITICAL THINKING IN JOURNALISM AND MASS COMMUNICATIONS**

Jim Zimmer, **THE INSTITUTE FOR SCHOLARSHIP OF TEACHING AND LEARNING AT MOUNT ROYAL UNIVERSITY**

Genevieve Zipp, Catherine Maher, **UNDERSTANDING FACULTY CRITICAL THINKING SKILLS AS A PATH TO DEVELOPING CRITICAL THINKING ENVIRONMENTS FOR STUDENTS**

Edward F. Gehringer, **GRADING BY EXPERIENCE POINTS: AN EXAMPLE FROM COMPUTER ETHICS**

Theatre Presentation (6:30 PM – 8:00 PM)

Deborah Currier, Carmen Werder, Shevell Thibou, Olivia Ponzetti, **“LANDSCAPES OF LEARNING:” A DEVISED THEATRE PRESENTATION OF A SOTL WORK IN PROGRESS**
Friday, October 4, 2013 | Conference Events

Conference Breakfast (8:00 AM – 9:00 AM)

Concurrent Sessions – D (9:00 AM – 10:30 AM)

- Workshop: Michael S Palmer, LEARNING TO SEE THE INFINITE: TEACHING AND MEASURING VISUAL LITERACY
- Panel: Nancy L Chick, Cynthia Brame, Adam Wilsman, "SOTL PROGRAMS FOR GRADUATE STUDENTS: CHARACTERISTICS AND IMPACT"
- Panel: Kelly Hewson, Diana Gregory, Katarina Martensson, Jennifer Meta Robinson, FROM CLASSROOM TO LOBBY?: A ROUNDTABLE ON ADVOCACY BY ISSOTL
- Panel: Tracy Wilson Smith, NO MORE WORKSHOPS: A CRITICAL TRANSITION TO SUSTAINED FACULTY DEVELOPMENT
- Panel: Alison Cook-Sather, Hayley Burke, Peter Felten, Jennifer Hill, Desiree Porter, THE PROBLEMS AND POSSIBILITIES OF RETHINKING POWER IN STUDENT-FACULTY PEDAGOGICAL PARTNERSHIPS
- Panel:
  * Catherine O'Mahony, Bettie Higgs, GROWING FROM LOCAL GOOD PRACTICE TO A NATIONAL ACTIVITY
  * Brad Wuetherick, Stan Yu, THE CANADIAN TEACHING COMMONS: EXPLORING THE SOTL LANDSCAPE IN CANADIAN HIGHER EDUCATION
- Panel:
  * Robin L. Snead, Dana C. Gierdowski, CRITICAL TRANSITIONS AND TRANSFORMATIONS: DE-CENTERING CLASSROOM SPACES AND INSTRUCTION
  * Paulina Julia Bounds, Lindsey Harding, MULTIMODAL COMPOSITION: REIMAGINING SPACE AND ORGANIZATION TO REINVIGORATE MEANING
- Panel:
  * Kavita Bhatia, Kirhti Premadasa, Ibrahim Saleh, CONCEPT MAPS FOR CALCULUS CONCEPTS
  * John Craig, Janet De Wilde, TACKLING TRANSITION: MATHEMATICS SKILL IN THE DISCIPLINES
- Panel:
  * Andrea Lisa Nixon, STUDENTS ASKING QUESTIONS: A LONGITUDINAL STUDY OF HELP-SEEKING BEHAVIORS
  * Alison Bradley, LIBRARIANS AS ACTIVE PARTNERS IN TEACHING AND LEARNING
- Panel:
  * Doug Sweet, "SOCIAL LEARNING" AND MATERIAL COMMUNITY CAPITAL
  * Lora Warner, STUDENTS AS PHILANTHROPISTS: A NEW APPROACH TO TRIGGER DEEPER LEARNING
- Panel:
  * Lorraine S. Gilpin, PREPARING TEACHERS TO WORK WITH CLDS: IMPLICATIONS OF ANALYSIS OF STUDENTS’ JOURNALS
  * Holly J. Bauer, Madeleine Picciotto, BUILDING BRIDGES: INTERNATIONAL STUDENTS, CULTURAL TRANSITION, AND ACADEMIC DISCOURSE
- Panel:
  * Karen Manarin, ORIGINAL UNDERGRADUATE RESEARCH & THE ENGLISH MAJOR: AN EPISTEMOLOGICAL TRANSITION?
  * Richard Munro Baker, THE AUSTRALIAN NATIONAL UNIVERSITY VICE-CHANCELLOR’S COURSES – AN EVALUATION OF AN INTERDISCIPLINARY UNDERGRADUATE PROGRAM
Panel:
- Shari M Childers, Julie Suzanna Glass, **What's in It for Me? Critical Transitions in Faculty Work**
- Sara O'Sullivan, A 'Seamless Learning Environment'? Twitter and Out-of-Class Learning
- Catherine Ross, Amanda Horton, **Campus Life and the Teaching and Learning Center: Crossing Boundaries and Turning the Tables on the Conversation About Learning**

Panel:
- Michelle Yeo, Jennifer Boman, **Assessment Practices in Higher Education**
- Kathleen Marie Wood, **Institutional Assessment Shaking Hands with the SOTL Scholar: Merging the “What Is” with the What Has To Work.**
- Davida Scharf, **Testing a New Model for Core Competency Assessment**

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

- **Workshop:** Laurah B. Turner, Pamela Baker, Howard Jackson, **The New Faculty Institute: Using SOTL to Inform New Faculty Support in the 21st Century**
- **Workshop:** Tony Crider, **Assessment of Reacting to the Past Role-Playing**
- **Panel:** Laura Cruz, Robert Crow, Jill Ellern, George Ford, Barbara Jo White, Hollye Moss, **Living in a Post-Boyder World: Second Generation Challenges in Emerging Scholarships**
- **Panel:** Denise Domizi, C. Edward Watson, Tim Foutz, Stephan Durham, Hilary Tanner, **Contributing to an Interdisciplinary College Identity Through SOTL Programming and Collaboration**
- **Panel:** John Draeger, Susan McMillen, Melanie Rathburn, Glen Ryland, **Developing Critical Skills in General Education: Critical Writing, Mathematical Literacy, and Integrative Learning**
- **Panel:** Lisa M. Lundquist, Angela O. Shogbon, Cynthia A. Sanoski, **Incorporation of Oral Assessments into Didactic Curriculum to Reflect Practice**
- **Panel:** Phillip M Motley, Nancy Chick, Stephen Bloch-Shulman, Deb Currier, Eduardo Gregori, **SOTL in the Humanities and the Arts: Common Ground and Relevant Differences**
- **Panel:** Shevell Thibou, Carmen Werder, Timothy Costello, Kali Catherine Legg, **Transforming Teaching and Learning Cooperatives**
- **Panel:** Leah Savion, Carol Hostetter, **Metacognitive Skills for Critical Transitions in Learning**

Panel:
- Scott Paul Simkins, Karen Hornsby, Undergraduate Student 1 To be determined, Undergraduate Student 2 To be determined, **Moving SOTL Forward: Engaging Students as Co-Researchers in Institutional Inquiry and Assessment**
- Judy Esposito, Resa E Walch, **Students as Partners in Learning: Going Beyond the Institutional Evaluations**
- Michele Pittard, **Co-Teaching: Impacting Student and Teacher Learning**

Panel:
- Elizabeth Cleaver, Maxine Lintern, **A UK Approach to Disciplinary SOTL (Or How Can We Encourage UK Faculty to Apply Their Skills of Research and Higher-Order Thinking to Their Teaching?)**
- Adele Nye, **The Contemporary Landscape of Teaching and Learning History in Australian Higher Education**
- Roselynn Verwoord, Ashley Michell, Jair Machado, **Reflections from Co-Inquirers Engaged in a SOTL Research Project at Native Education College: What’s Social Location Got to Do With It?**
• Panel:
  o Ashley Grantham, Erin Robinson, Diane Chapman, **INTERDISCIPLINARY RELATIONSHIP-BUILDING IN AN INTENSIVE, SOTL FACULTY INSTITUTE**
  o Beth Marquis, Mick Healey, **FOSTERING INTERNATIONAL RESEARCH COMMUNITIES THROUGH A COLLABORATIVE WRITING INITIATIVE**

• Panel:
  o Claire Englund, **EMERGING TECHNOLOGIES – EMERGING PRACTICES?**
  o Sarah Heckman, Edward F. Gehringer, **GOOGLE FORMS AS AN ENHANCED CLASSROOM RESPONSE SYSTEM**
  o Derek France, Victoria Powell, Brian Whalley, Alice Mauchline, Julian Park, Katharine Welsh, **STUDENT PERCEPTIONS AND LEARNING EXPERIENCES OF MOBILE TECHNOLOGIES TO ENHANCE FIELDWORK LEARNING**

• Panel:
  o Alan Barnard, Robyn Nash, Kathleen McEvoy, Susan Shannon, Suzanne Rochester, Cheryl Waters, Susan Bolt, **DEVELOPING A CULTURE TO SUPPORT PEER REVIEW OF TEACHING IN HIGHER EDUCATION**
  o Trent W. Maurer, Jerri Kropp, **THE IMPACT OF THE IMMEDIATE FEEDBACK ASSESSMENT TECHNIQUE ON COURSE EVALUATIONS**
  o Thomas Olsson, Torgny Roxå, **PEER-REVIEW BASED ASSESSMENT OF TEACHING – A CONCEPTUAL DISCUSSION**

Conference Lunch and Business Meeting (12:30 PM – 2:00 PM)

Plenary: Sian Bayne, Thomas Horejes, and Anthony Antonio (2:00 PM – 3:30 PM)

Concurrent Sessions – F (4:00 PM – 5:30 PM)

• Workshop: Christine Sorrell Dinkins, Kirsten Allen Bartels, **DESIGNING AND ASSESSING CURRICULAR AND CO-CURRICULAR PAIRINGS**
• Workshop: Katharine Clemmer, Jeremy McCallum, Jeff Phillips, Thomas Zachariah, **PROBLEM SOLVING THROUGH THINK-ALOUD**
• Panel: Barry Stein, Ada Haynes, Gregory Light, Denise Drane, Meg Skinner, Erika Prager, **ENGAGING FACULTY IN ASSESSING AND IMPROVING STUDENTS' CRITICAL THINKING**
• Panel: David A Reichard, Kathy Takayama, **PRESERVING THE HYBRID SPACES OF SOTL: CROSS-DISCIPLINARY EXCHANGE AS CATALYSTS FOR CREATIVITY**
• Panel: Diane Jacqueline Salter, Peter Felten, Lynne Hunt, Tessa Owens, Arshad Ahmad, Joy Lam, **WHAT DOES RESEARCH REVEAL ABOUT SUCCESSFUL ACADEMIC DEVELOPMENT TO PROMOTE TEACHING?**
• Panel:
  o Trent W. Maurer, Judith Longfield, **IMPROVING READING COMPLIANCE AND QUIZ SCORES THROUGH THE USE OF READING GUIDES**
  o Margy MacMillan, **READING THROUGH CONNECTIONS: A PHENOMENOGRAPHIC STUDY OF STUDENT CONNECTIONS TO SCHOLARLY TEXT**
  o Helen Pokorny, David Chalcraft, Justin Haroun, Deborah Husbands, Sibyl Coldham, Renee de Neve, **„SENSE OF BELONGING“ IN SCIENCE AND HUMANITIES STUDENTS: IS THERE A DIFFERENCE?**
• Panel: David Pace, James Cronin, Arlene Diaz, Bettie Higgs, Joan Middendorf, Leah Shopkow, PREPARING THE NEXT GENERATION: PLACING SOTL AT THE CORE OF THE PREPARATION OF FUTURE HISTORY INSTRUCTORS

• Panel:
  o Israel Dunmade, IMPACTS OF GROUP DYNAMICS ON THE EFFECTIVENESS OF TERM PROJECT IN HELPING STUDENTS’ TO CONNECT THEORY WITH PRACTICE
  o Lizzie Ngwenya-Scoburgh, CASE STUDY ON THE EFFECTIVENESS OF THE JIGSAW COOPERATIVE LEARNING METHOD IN INTRODUCTION TO BUSINESS
  o Rebecca Pope-Ruark, EMPOWERING STUDENT COLLABORATION THROUGH AGILE SELF-ORGANIZATION

• Panel:
  o Sally Abey, Susan Lea, IDENTIFYING FACTORS THAT ENHANCE THE CAPACITY OF CLINICAL EDUCATORS TO ENGAGE WITH THE ROLE
  o Genevieve Zipp, Catherine Maher, FINDING TEACHABLE MOMENTS TO EDUCATE PROFESSIONAL LEVEL HEALTH SCIENCE STUDENTS IN THE CLINICAL ENVIRONMENT: IS IT AS EASY AS 1, 2, 3?
  o Trish Manns, Johanna Darrah, FROM CLASSROOM TO PRACTICE – DO PHYSICAL THERAPISTS USE THEIR EVIDENCE BASED PRACTICE SKILLS?

• Panel:
  o Tom Mould, Gloria So, RE-IMAGINING SERVICE-LEARNING THROUGH COLLABORATIVE RESEARCH
  o Laura B Regassa, Missy Bennett, AN INTENSIVE BIOLOGY SERVICE LEARNING EXPERIENCE DELIVERED PROFESSIONAL DEVELOPMENT FOR GRADUATE STUDENTS AND IMPROVED STUDENT LEARNING
  o Leigh Z Gilchrist, Carol T Nixon, Sharon L Shields, Barbara Holland, Elizabeth J Aleman, AN ECOLOGICAL APPROACH TO A UNIVERSITY COURSE WHICH DEVELOPS PARTNERSHIPS IMPACTING HEALTH AND WELLNESS IN K-12 SCHOOLS AND COMMUNITIES

• Panel:
  o Carol Rolheiser, Tricia Seifert, Richard Wiggers, DEVELOPING TEACHING ASSISTANTS’ PEDAGOGICAL RESPONSIBILITIES AND PROFESSIONAL SKILLS: RECENT CANADIAN RESEARCH
  o Linda Margaret Price, Anders Ahlberg, INVESTIGATING THE EFFECTS OF ACADEMIC DEVELOPMENT ON NOVICE TEACHERS’ CONCEPTIONS OF TEACHING IN HIGHER EDUCATION.
  o Lorraine S. Gilpin, HARNESSING DATA: INFORMED COURSE REVISION FOR IMPROVED TEACHING & LEARNING

• Panel:
  o Jeffrey Paul Carpenter, USING TWITTER TO EXTEND AND DEMOCRATIZE THE CLASSROOM SPACE
  o Jeffrey L. Bernstein, Christopher Cooper, GROUP WORK ACROSS STATE LINES: INNOVATION IN STUDYING THE 2012 PRESIDENTIAL ELECTION

• Panel:
  o Daniel C. Johnson, Wendy K. Matthews, A SIGNATURE PEDAGOGY ANALYSIS OF MUSIC TEACHER PREPARATION AND MOTIVATION
  o Kathleen Marie Perkins, SOTL RESEARCH IN THE PERFORMING ARTS: PAST ANALYSIS/FUTURE DIRECTIONS
  o Ho Eui Holly Bewlay, ASSESSMENT RUBRIC AS A TOOL TO INCREASE STUDENT MOTIVATION IN APPLIED VOICE LESSONS

• Panel:
  o Elizabeth Cleaver, Celia Popovic, CONNECTORS AND BOUNDARY SPANNERS: UNCOVERING THE COMPLEX ROLES OF EDUCATIONAL DEVELOPERS IN CONTEMPORARY HIGHER EDUCATION.
  o Trine Fossland, TEACHING PORTFOLIOS IN HIGHER EDUCATION – A TOOL FOR ACADEMIC STAFF DEVELOPMENT?
  o Sarah Maguire, Amanda Platt, EXPLORATIONS OF THE ROLE ACADEMIC MANAGERS PLAY IN THE LIMINAL SPACE OF FACULTY ENGAGEMENT WITH SOTL
- Lisa Brown Buchanan, **DIGITAL IMMIGRANT AS FIRST YEAR FACULTY: HARNESING OPPORTUNITIES FOR SELF-STUDY RESEARCH IN TEACHING WITH TECHNOLOGY**
- Elizabeth A. Pitts, **CONSIDERING DIGITAL LEARNING TECHNOLOGIES FOR NONTRADITIONAL STUDENTS: A DIFFUSION-BASED FRAMEWORK**
- Nicola Simmons, **WIKIPEDIA AS A CATALYST FOR MED STUDENTS’ KNOWLEDGE CONSTRUCTION PROCESSES**

**ISSOTL Interest Groups (6:00 PM – 7:00 PM)**
Saturday, October 5, 2013 | Conference Events

Conference Breakfast (8:00 AM – 9:00 AM)

Concurrent Sessions – G (9:00 AM – 10:30 AM)

- Workshop: Nicola Simmons, **Finding Focus and Flow: Creative Activities to Unblock the Writing Process**
- Workshop: Roselynn Verwoord, Andrea Williams, Theresa Beery, Karen Strickland, James McKinnon, Jessica Pace, Helen Dalton, Gary Poole, **Weaving SOTL into Institutional Cultures: Two Models for Supporting Institutional and Cultural Change**
- Panel: Concepcion Godev, J. Garvey Pyke, Jaesoon An, Sam Eneman, Kurt B. Richter, **Catalysts of Change: Large Course Redesign, SOTL, Emerging Technologies and Centers for Teaching and Learning**
  - Kim West, Carly Priebe, Mayya Sharipova, Kim Ennis, **From Self-Reflection to Self-Knowledge: Helping Teachers Deepen Self-Awareness Through an Alternative Arts-Based Research Methodology**
  - Carolyn Bew, **Practice-Based Knowledge; Communities of Practice; Transition**
  - Christian Gilde, Bethany Blankenship, **Student Learning and Bricolage**
- Panel: Mills Kelly, Lendol Calder, Sherry Linkon, Susan Conkling, **15 Years On -- What We've Learned About Disciplinary Approaches to SOTL**
  - Jody D. Horn, **SOTL and Study Abroad: How to Fail in Experiential Learning**
  - Michael Ian Carignan, Maureen Vandermaas-Peeler, Danielle Deavens, **Inquiry in Istanbul: Global Engagement and Scholarly Inquiry Development in a Pilot Study-Abroad Course for First-Year Honors Fellows**
- Panel: meloni m muir, Yvonne Hodgson, **The Collaboration of Biomedical Science Educators Network (CUBENET): Supporting SOTL in Australia**
  - Elizabeth Magdalena Smuts, **The Commons in Action in Rural South Africa: Maximizing the Impact of SOTL on a Satellite University Campus**
  - Beth Marquis, **Fostering Sustainable Teaching & Research Communities? The Role of Teaching & Learning Research Institutes**
- Panel: Jane West, **“Thinking More About My Writing”: Students’ Perspectives on What Helps Them Grow as Writers**
  - Kevin Eric DePew, **Will Writing Studies Scholarship Help Students Learn Academic Literacy?: Using Writing About Writing to Teach Transferable Writing Strategies**
  - Paul Anderson, Chris Anson, Robert M. Gonyea, Charles Paine, **A National Empirical Study of Best Practices in Writing to Learn: Evidence-Based Actions Faculty Can Take to Increase Student Engagement and Learning**
- Panel: Lynn Taylor, Dennis Sumara, **The Second Wave: Integrating the Scholarship of Teaching and Learning in an Institutional Teaching and Learning Framework**
  - Brad Wuetherick, Stan Yu, Jim Greer, **Understanding the Institutional SOTL Landscape**
- Panel: Lauren Scharff, Michelle Butler, **Development and Evidence-Based Assessment of Respect for Human Dignity**
  - Nataliya Morozova, **Teaching Students to Think Critically About the Role of International Law in World Politics**
Kristina Ann Meinking, **ONE STEP AT A TIME: A NEW APPROACH TO ELEMENTARY LANGUAGE LEARNING**

- **Panel:**
  - Antonette Barilla, **THE GLOBALIZATION OF HIGHER EDUCATION AND THE EVOLUTION OF BEST PRACTICES IN TEACHING**
  - Marian McCarthy, Brian Butler, **UNIVERSAL DESIGN FOR LEARNING AND MULTIPLE INTELLIGENCES THEORY AND PRACTICE AS SOTL LEVERS**
  - Susan Elgie, **WHAT IS ALREADY OUT THERE? EVALUATING EVIDENCE ABOUT EDUCATIONAL PRACTICE**

Closing Plenary: Sherry Linkon, Arsaahd Ahmad, Klara Bolander Lakso, Marian McCarthy, and Julie Reynolds (10:45 AM – 12:15 PM)