SCHOLARSHIP OF TEACHING AND LEARNING

SUMMIT

September 21-22, 2023

CONFERENCE PROGRAM

Friday, September 22

30th Anniversary: Pearls of Wisdom

SoTL Briefs 5A - 9:00 - 9:45am

124 Planting a CED(E): A Pilot Students as Partners Program in Agricultural Science

Tim Kelsey, Maggie Fechtman, Brandon Bixler
Penn State, State College, PA, USA

Abstract

In this session, students from a College of Agriculture will share their collective reflections as student consultants for faculty members within the department. In this pilot Students as Partners program, students observed instruction and offered feedback to their faculty partners related to instructional delivery and student engagement. As consultants, the students leveraged their personal backgrounds in community development, public outreach, and cross-disciplinary perspectives. The program sought to strengthen the culture of teaching and learning within the department but has also bolstered the students consultants' critical thinking and relationship building capacity throughout the program's first semester of implementation. To conclude the session, the student consultants will discuss their respective learning outcomes and recommended strategies for future iterations of Students as Partner programs across a variety of contexts.

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83 How do teaching assistants talk about students'academic motivation? - A survey in a Belgian university.

Pr. Dominique Verpoorten [ORCID iD](#)
ULiège, Liège, Wallonia, Belgium

Abstract

What do teachers put behind the notion of "motivation"? The paper works on this questions based on a questionnaire filled by about 350 attendees of a 3.5 hour training session entitled "Motivating my students".

SoTL Briefs 5B - 9:00 - 9:45am

65 A SoTL Project: Understanding the Influence of Onboarding Instruction for Online Adult Learners

Dr. Anne Jewett
University of Virginia, Charlottesville, VA, USA

Abstract

Do you use an LMS? Do you teach online? How do you support students with learning the routines and key features of an online classroom? This session will provide takeaways from a Scholarship of Learning and Teaching research project which explored how providing onboarding instruction may impact students' confidence with online learning. Many of the approaches can be applied to any setting that uses an LMS including in-person settings. Learn practical and doable ways to enhance your teaching to welcome learners.

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34 Students' Performance in Online Education: Evidence from Content Engagement and Task Completion Timeliness

Dr. Rasha Ashraf
Georgia State University, Atlanta, GA, USA

Abstract

This paper examines how students engage in the online learning environment and how that relates to the successful completion of a course. Using about 40-thousand content-level engagement and 8-thousand task completion data for an asynchronous online course, this analysis documents that the more time students spend with the course topics and the greater the breadth of content the students explore, as provided through the online course portal, the more successful the students' learning outcomes.   Furthermore, students' understanding of course content is reflected by the amount of time they take to complete assigned tasks. The results suggest that students who engage more with online course portals by spending adequate time with the course content, covering the course materials thoroughly, and completing assigned tasks ahead of deadlines have a better grasp of the course material, and this lead to better performance.

SoTL Briefs 5C - 9:00 - 9:45am

29 From Theory to Practice: Leveraging Social Annotation and Industry Collaboration to Enhance Student Engagement and Performance in Asynchronous Online Education

Dr. Kyle Michael Townsend, Dr. Si Zhang, Dr. Yanju Li
Georgia State University, Atlanta, GA, USA

Abstract

Connecting theories to industrial practices to remain relevant in management education is one of the major global challenges for business schools (Avoilio, et al., 2019), which is particularly challenging in an asynchronous learning environment. Integrating real-world contexts into classes has been considered an effective way to provide students with transformational learning experiences.

In our fully online asynchronous Private Club Management class, we developed a series of customized videos with multiple groups of hospitality professionals to build a unique multimedia-focused curriculum with a social annotation platform called Perusall. This curriculum offered students opportunities to learn from real-world experts and maintain high interactivity with their instructor and peers in an asynchronous online environment.

In this presentation, we will demonstrate our design challenges, rationale, the successful implementation of the multimedia-focused curriculum with Persuall, and learning analytics that reveal the impact of this course design on student success and learning engagement.

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116 The need to equip future health professionals with the skills to navigate social media and potential misinformation; a qualitative study of new-graduate physiotherapists' use of social media for learning.

Dr Romany Martin ORCID iD
University of Tasmania, Launceston, Tasmania, Australia

Abstract

Social media offers opportunities for informal learning and is increasingly adopted by health professionals. Understanding how new-graduates engage with social media may provide insight into both pre- and post-professional learning and support needs. This study explored new-graduate physiotherapists' perceptions and use of social media as a learning tool during their transition into professional practice. New-graduate physiotherapists (n = 16) undertook semi-structured interviews. Data were subject to a general inductive analytical method. Four themes were generated: 1) social media as a tool for learning; 2) navigating and engaging with social media as a learner; 3) thinking critically about social media; and 4) relevance to practice. The findings highlight the importance of critical thinking skills when weighing up the credibility of information presented in social media. Educators and the wider profession must consider how students and new-graduates navigate social media as a meaningful tool for learning in combination with traditional learning methods.

Innovative Teaching Talks 5D - 9:00 - 9:45am

109 Designing Discourse: Embedding Student Interest, Feedback, and Reflection

Dr. Jennifer M Randall
Dalton State College, Dalton, Georgia, USA

Offering students the chance to create their own learning experience through creating discourse assignments and content causes increased student interest and self-sufficiency within the classroom. How to create an open-ended syllabus and open-ended activities and assignments from several English classes will be shared, along with student feedback and instructor evaluation of these activities and assignments. Inviting students to help create course content and more deeply discourse with classmates and the professor leads to greater student engagement, but also meets students where they are in life, including and encouraging all voices.

135 Being There: Claiming Voice through Audience and Belonging

Dr. Jessica J Stephenson, Kady Yeomans
Kennesaw State University, Kennesaw, Georgia, USA

An Urban Institute study found that 94% of incarcerated adults nearing reentry from state prisons identified education as a key need. This presentation shares curricular and pedagogical approaches developed and applied during an 8 week virtual art history class to better understand how educational initiatives may best serve citizens in the process of reentry. Methods developed and tested include means by which to motivate students to critically and creatively engage with course material, allowing voices to be heard through making audience, and creating a sense of belonging to support students work through where they have come from, where they currently are, where they are going, or wish to go, in the future.

151 Crafting a Pedagogy for Sustainability Education

Dr. GUICHUN ZONG
Kennesaw State University, Kennesaw, GA, USA

In its signature publication, "Sustainability Curriculum in Higher Education: A Call to Action," the Association for the Advancement of Sustainability in Higher Education (AASHE) called upon faculty members to use the interdisciplinary approach to sustainability education: "What is needed is a curriculum that prepares learners for living sustainably, both professionally and personally, and that explicitly helps the learner deeply understand the interactions, inter-connections, and the consequences of actions and decisions. How to implement this vision of sustainability education in teacher education programs? This presentation describes curriculum innovations and instructional approaches to integrate global issues into a doctoral seminar on global learning to engage and empower teacher leaders in American south to teach about issues related to global sustainability.

Innovative Teaching Talks 5E - 9:00 - 9:45am

68 Hitchhiking NOT Allowed: Ensuring Individual Accountability in Group Projects

Dr. Bernie D. Goldfine
Kennesaw State University, Kennesaw, GA, USA

Small cooperative group projects are one means of fostering a more active, stimulating learning environment for university students. Such projects set the stage for discussion, debate, and creative thinking among students.

However, despite the best of the intentions by professors, cooperative group projects do have their drawbacks. One of the most common complaints students voice about group projects is that the final product and the grade they receive for their work is not indicative of the effort they put forth because what they can't control the efforts of their peers, i.e., what is produced is often beyond their locus of control.

One means of offsetting this problem of students not having their individual efforts considered on a group project is to provide individual accountability and grading for portions of the group projects. This session will provide examples of how individual accountability can be incorporated into group projects.

77 Engaging with theory through collaboration, active learning, and teamwork

Dr. Robin E. McGee, Dr. Elizabeth R Walker
Emory University, Rollins School of Public Health, Atlanta, GA, USA

Multiple disciplines engage with theory to explain phenomena. In public health, theory guides research, informs interventions, and enhances understanding. An innovative theory course for Master of Public Health students aims to strengthen their ability to apply theory to public health interventions. In the course, students are assigned to two different teams for the semester. In one team they work together to enhance their understanding of assigned theories. In the other team, they apply theory to real-world public health interventions. Students work independently and together to facilitate learning. Most weeks students complete low stakes worksheets that guide them through the process of exploring theory or applying theory. The teaching team uses the worksheets to coach students and prepare for class. Class time is spent engaging actively within teams discussing and applying theory. Informal feedback suggests the class equips students with appreciation for theory and confidence in their ability to apply it.

123 Use of ePortfolios in a Physical Education Hiking course

Dr. Kristie L Walsdorf, Dr. Karen Perell-Gerson, Dr. Rebecca Cooper
Georgia Gwinnett College, Lawrenceville, GA, USA

ePortfolios often are used to collect artifacts in one place to integrate curricular and extracurricular learning in a capstone class. ePortfolios, however, can be a way to generate learning as well as document previous learning. Generating learning, however, can be done across all academic ranks. The purpose of this study is to describe the student experience using ePortfolios in a Physical Education (hiking) course. During FA22, 22 students utilized ePortfolios to summarize their hike, display artifacts (video, audio, images, screenshots, links, etc.) collected during the pre-planning, planning, execution and reflection phases, and demonstrate their hiking knowledge and experience through

written reflection. At the end of the semester, students were asked about their experience with the ePortfolio including instructions, workload, pages which demonstrated growth, feedback, benefits and usefulness. This work demonstrates that generating learning can be beneficial to students early in their academic career.

Innovative Teaching Talks 5F - 9:00 - 9:45am

53 Homework that Counts: Exploring Cross-Cultural Student Learning through Innovative Teaching

Dr. Andrea Arce-Trigatti[1], Dr. Dorota Silber-Furman[2]
[1]Tallahassee Community College, Tallahassee, Florida, USA. [2]Tennessee Tech University, Cookeville, Tennessee, USA

To meet the multifaceted needs of a rich, language acquisition learning environment, it is imperative to understand how future leaders in the area engage in intercultural knowledge and competency. This is particularly true of professionals working within the field of education, like our students. This innovative teaching talk will feature research that explores students' engagement with two course assignments (Mock Conference and Workshop presentation) designed to prepare them for career-ready success. The course assignments integrated theoretical knowledge and real-life applications based on the criteria from the Association of American Colleges and Universities' (AAC&U) Intercultural Knowledge and Competence Valid Assessment of Learning in Undergraduate Education (VALUE) rubric. The session will provide practical insight regarding the development of meaningful course homework geared toward community benefits. Implications are anchored in educational theory that translate into productive engagement opportunities as well as professional development practices for students.

54 Using A Culinary Analogy to Create A Well-Balanced Research Paper

Dr. Jacob E. Hicks
Grand Canyon University, Phoenix, AZ, USA

Some students who write research papers often overuse direct quotes from their sources and fail to put their research in their own words, leading to scant analysis. How can an instructor correct this imbalance? A culinary analogy can help students to visualize and implement effective research paper writing practices. Writing an essay is like putting together a plate of food. One's own analysis of a topic is like a meal's entrée, and entrées are always the star of a dish. Direct quotes from sources are like side dishes and should never overshadow one's analysis of a topic. This analogy has wide-ranging application across all disciplines and modalities which require research papers.

58 Faculty-Created Gaming Competition for Higher Education

Dr. L. Alexia WIlliams ORCID iD
The University of Tennessee Health Science Center, Memphis, Tennessee, USA

Gaming as an active learning strategy in higher education improves knowledge retention and increases student motivation. To enhance scholarly writing, faculty created a competitive game to deliver course content. Faculty used a strategy involving a multiteam competition with the goal being to provide correct responses to items on Powerpoint slides before competing team members.

Through use of this competitive gaming activity, students were able to (a) develop confidence in their scholarly writing ability; (b) improve their understanding of APA formatting; (c) enhance their understanding of manuscript submission guidelines; and (d) collaborate in a team-based environment. Faculty observed a significant increase in student final writing assignment scores following implementation of the game.

Faculty assert that the game can readily be adapted to other disciplines or settings because it has been successfully adapted for use in a mental health concepts course with significant improvement observed in student exam scores.

10:00 - 11:00am

Plenary Session: From Classroom to Community: Sharing SoTL Findings with Diverse Audiences

162 From Classroom to Community: Sharing SoTL Findings with Diverse Audiences

Alice Kim
University of Guelph-Humber, Etobicoke, Ontario, Canada

Abstract

Learning and teaching happens everywhere, not just within the confines of traditional educational settings. Consequently, the potential implications of Scholarship of Teaching and Learning (SoTL) investigations can be far-reaching beyond academia. Are you sharing your SoTL results in a public-facing way? What have your experiences been like so far? In this session, we will discuss motivations, opportunities, and challenges involved in sharing SoTL findings via public, mainstream mediums (e.g., videos, social media, etc.), with an emphasis on tailoring communication strategies to suit diverse audience needs and interests. Using specific examples, we will also explore public dissemination approaches to making SoTL findings more accessible and actionable for diverse audiences.

11:00 – 11:30am

Discussion Break

Use this time to grab a meal, connect with other participants through the chat, or continue the discussion from a session you attended!

SoTL Briefs 6A - 11:30am - 12:15pm

14 Teacher Candidates Participating in a Book Study to Cultivate Multicultural and Anti-Racist Capacities

Dr. Jacquelynne A. Boivin [ORCID iD](#), Dr. Marlene Correia
Bridgewater State University, Bridgewater, MA, USA

Abstract

The researchers share their investigation of the impact that an anti-racist book study, using Tiffany Jewell's *This Book is Anti-Racist*, had on elementary pre-service teachers the semester before their full-time practicum. Rooted in Critical Race Theory, the researchers share the results of a mixed methods phenomenology, including data from a survey (quantitative) and discussion board questions (qualitative).The two guiding research questions were: 1.) Does participation in an anti-racist book club increase the value that pre-service teachers place on anti-racism work personally, professionally, or both? 2.) What is the multicultural proficiency of pre-service teachers before and after completing an anti-racist book club and online learning community? Survey responses, with discussion posts and anecdotal data collected from the synchronous sessions were used for quantitative and qualitative analysis. This session encourages attendees to consider how these results could be used to improve anti-racist programming and the cultural responsiveness of future teachers.

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156 Culturally Responsive Structured Literacy Approaches for Teaching Reading: Honoring Student Identities through Metalinguistic Awareness in Phonics Instruction

Dr. Virginie Jackson
Kennesaw State University, Kennesaw, GA, USA

Abstract

The International Dyslexia Association has coined the phrase "structural literacy," which refers to programs that teach reading using the research underlying the Science of Reading. As our country continues to grow as a multicultural nation, it is imperative that our classrooms embrace this rich diversity and provide learning experiences that affirm all students, families, and communities in order to promote student literacy development and achievement. There is currently limited information on how to adopt a structured literacy framework in a culturally appropriate manner. In order to assist culturally linguistically diverse learners in becoming proficient readers, teacher education programs must better prepare elementary teachers to use translanguaging and culturally responsive teaching during phonics instruction. In this session, the presenter discusses how preservice teachers' knowledge/understanding of culturally responsive phonics pedagogy change as a result of participating in experiential learning in a literacy methods course.

SoTL Briefs 6B - 11:30am - 12:15pm

145 Does exposure to High Impact Practices (HIPs) increase students' self-reported communication and career confidence? A discussion of the results of a campus-wide student survey.

Dr. Shawn R Charlton ORCID iD, Dr. Darshon Reed, Dr. Marsha Massey, Dr. Riva Brown, Faith Yarberry
University of Central Arkansas, Conway, Arkansas, USA

Abstract

High Impact Practices (HIPs) support improved mastery, retention, and real-world application.. But do HIPs: (1) translate into greater career confidence and (2) increased communication confidence? In this presentation, we disscuss the findings of a research survey completed by 365 undergraduate students at a midsized regional doctoral/professional university (Mean age of 21.59 years; SD = 6.53). We compared HIPs Exposure Scores (the sum of a respondent's exposure to: (1) career preparation, (2) Internships, (3) Practicums, (4) Service-learning, and (5) research opportunities; ranging from 9 to 20 with a mean of 13.08 (SD = 4.38). with communication and career preparation confidence. Results found that HIPs exposure scores positively correlated with elements of communication confidence, but not with our measures of career confidence. The presentation discusses item-level relationships that provide a more nuanced understanding of the relationship between HIPs and communication and career preparation in our student sample.

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149 The impact of service learning on the online student: Evidence of increased student satisfaction

Jenni Koehler, Dr. Maria Hopkins ORCID iD
University of Alabama at Birmingham, Birmingham, AL, USA

Abstract

Service-learning is an educational tool and classroom model that provides students opportunities to apply classroom learning objectives in service to the community by engaging with the topic of the course in a non-academic environment. Service-learning benefits students in a variety of ways: by demonstrating immediate practical need for the skills taught in the course, by connecting students to organizations outside of the university, and by further improving their understanding of and participation in the community.

The primary purpose of this study was to investigate the impact of a service-learning experience on online students. The study compared two versions of an online course in Psychology. The findings suggest that participation in the service-learning program strengthened student's satisfaction of the course and demonstrate that service-learning can be a valuable pedagogy to infuse into online courses. The presentation will also discuss practical guidelines for implementing service-learning in an online course.

SoTL Briefs 6C - 11:30am - 12:15pm

136 Gamification in the Social Science Writing Classroom: Enhancing Intrinsic Motivation and Belonging through Narrative Re-Framings

Kristy L. Ganoe
The Pennsylvania State University, University Park, PA, USA

Abstract

The present study explores the relationship between student motivation, affective environment (sense of belonging), and gamified learning in the social sciences writing classroom. Students participated in peer review exercises that reframed this common exercise by asking students to imagine themselves as occupying the roles of "board members" tasked with evaluating their "colleagues'" work from two perspectives. First, after a unit on research ethics and IRB procedures, they were asked to review their colleagues' projects from the perspective of an (imagined) member of the Institutional Review Board. Second, after a unit on funding proposals, students were asked to review their colleagues' work from the perspective of an (imagined) member of the Advisory Board for a grant-funding organization. The current paper is based on surveys of intrinsic motivation and sense of belonging and student artifacts collected from gamified Junior-level classes in Writing in the Social Sciences at a large R-1 University.

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133 Examining student and faculty perspectives on student success: Insights and opportunities to enhance learning and academic achievement

Pauline Howes, Mackenzie Cato, Peter Latino, Tom Vizcarrondo
Kennesaw State University, Kennesaw, Georgia, USA

Abstract

A study comparing student and faculty views on student success provides foundational knowledge and helps identify opportunities to enhance students' learning experience. This case study details design and implementation of a research initiative conducted by a school of communication at a large public university, discusses findings, and offers perspectives on student success from students and faculty. Learnings contribute to pedagogy, guide strategic planning, and can serve as a model for other programs.

Data from student and faculty focus groups and surveys conducted during summer and fall 2021 were collected for qualitative and quantitative analysis. Results show some agreement, but also notable differences, in how each group views student success. The study also features evaluations of pilot programs in supplemental instruction and use of a learning coach, along with research on student success initiatives of other programs. Findings provide insights that support faculty teaching and promotion of student success.

Innovative Teaching Talks 6D - 11:30am - 12:15pm

46 Creating a Virtual Reality Lab for Learning in a College Library

David Brown
Dalton State College, Dalton, Georgia, USA

My talk details the experience of creating a Virtual Reality lab to promote teaching at a higher education institution. The purpose of the lab was to allow faculty and students to experience Virtual Reality for both academic purposes and for entertainment. Two VR systems were installed and a large monitor for displaying the VR experience so others can see was also installed. A webpage was created with links to VR apps for every program offered at the college. A program called Steam was installed to allow users to either use the college Steam account or log-in with their own account. VR apps were evaluated for accuracy by subject matter experts. Safety features were incorporated to prevent injuries and users are required to sign a liability waiver before using the lab. The talk will include information about the creation of the lab as well as how successful the lab has been.

50 Interactive 360˚ Video – Giving First-hand Experience to Students

Laura Cruz
Penn State University, State College, PA, USA

Have you ever wanted to give your students an opportunity to directly experience environments and situations in your field that they would not otherwise be able to experience? In our case, self-created interactive 360˚ video was used to introduce students in the Biomedical Engineering Technology Program to a typical work environment and an opportunity to engage with a wider range of medical devices. Previously, these workplace settings were not available to experience by students and the intervention of the videos provided them with a real-world context to apply what they learned in the class. Students experienced these situations utilizing virtual reality headsets and having a reflection activity that connected the experience to other course work. We conducted a study to identify the effects of the integration of 360 videos into instruction for the course and will share preliminary results that assess student learning outcomes related to career readiness and orientation.

143 Providing Online Feedback on Peer Work

Dr. Semire Dikli
GGC, Lawrenceville, GA, USA

In today's digital world, online peer feedback is becoming increasingly common due to its convenience. The aim of this presentation is to introduce various tools that are embedded in many Learning Management Systems (LMS) at the University System of Georgia (USG) to help instructors set up online peer feedback sessions in their classes. The presenter will share tips to use Discussions and PeerMark (by Turnitin) tools effectively for peer review of essays, presentations, and class projects. To help She will also provide example review questions and a scoring rubric.

Innovative Teaching Talks 6E - 11:30am - 12:15pm

44 Standards-Based Microteaching: Empowering Teacher Educators and Elevating Pre-service Teacher Preparation

Dr. Kelly R. Maguire ORCID iD
Grand Canyon University, Phoenix, AZ, USA

This "lightning talk" will explore how a standards-based approach to microteaching can empower higher education teacher educators and elevate pre-service teacher preparation.
Microteaching is a teaching technique that allows pre-service teachers to practice and refine their skills in a controlled environment before they enter a real classroom. By using a standards-based approach, pre-service teachers can align their microteaching lessons with specific learning standards, which helps them to better understand and apply those standards in their future teaching.
During this presentation, specific strategies, and examples for implementing a standards-based microteaching approach in higher education teacher preparation courses will be shared.
Teacher educators from across the country can expect to gain practical insights and ideas that can be easily adapted to elevate teacher preparation in their own classrooms. By attending this "lightning talk," teacher educators can join the conversation on how to better prepare pre-service teachers for the challenges of modern classrooms.

80 Transforming the Supervision Process with the Use of Reflectivity and the Swivl Robot

Mr Yonggi Son ORCID iD, Dr Rachel Gurvitch, Dr Xiaolu Liu
Georgia state university, Atlanta, GA, USA

Supervising student teachers has always been a key component of teacher education programs. The student teaching milestone symbolizes the peak of the teacher education program. Many teacher education programs, across different countries or content programs, send university supervisors who officially observe the student teachers' multiple times for the purpose of providing feedback and ultimately helping the student teachers improve their teaching craft. However, as technology continues to advance, the process of student teaching supervision should become more efficient. The purpose of this session is to introduce the Reflectivity and the Swivl robot, and its ability to capture high quality video and audio for the purpose of innovative the supervision process.   During this session participants will learn how the reflectivity and Swivl robot can innovate the current supervision process.

70 Using Course Development as a Capstone Experience for Teaching of Psychology Students

Dr. Tammy Zacchilli
Saint Leo University, Saint Leo, FL, USA

In this talk, the speaker will share the current capstone experience for students in a M.S. in psychology-teaching specialization program. Students complete four courses that covers topics related to the teaching of psychology along with core courses before completing a two-term capstone project. The teaching specialization courses include Classroom Management: Ethics and Diversity in the Classroom, Psychological Learning Theories, Instructional Strategies, Learning Outcomes and Assessment. In the capstone, students apply what they have learned in the teaching of psychology courses to the development of a psychology course. Each student builds their course from start to finish and then presents their final project at the end of capstone II. The course developed by students can be shared with potential employers.

Innovative Teaching Talks 6F -11:30am - 12:15pm

103 Converting to a Specifications Grading-based Assessment Strategy in the Organic Chemistry Classroom

Dr. Lauren A Warning ORCID iD
Muhlenberg College, Allentown, PA, USA

Specifications grading is an assessment approach that features short, frequent assessments with specific learning outcomes evaluated on a pass/fail basis; students have multiple attempts to pass each learning outcome (LO). Specs grading was implemented in a two-semester organic chemistry sequence managed by a single instructor at a small private liberal arts college. 15-23 LOs were each tested with a short pass/fail quiz, administered for a first-attempt during weekly quizzes and a second-attempt during three "Second Attempt Sessions" (in lieu of exams). Additional re-takes were possible via spending "tokens," and final grades were assigned based on the number of LOs passed by the end of the course. Preliminary results suggest comparable learning compared to the previous classes following a points-based assessment scheme, but also some advantages: frequent studying (reduced "cramming"), decreased student anxiety, and a stronger correlation between final calculated grade and instructor's perception of student comprehension of material.

76 The Grading Struggle: Balancing Compassion for Students and Self

Dr. Melissa E Ko ORCID iD
UC Berkeley, Berkeley, CA, USA

Alternative forms of grading have progressively gained more hype over recent years, but how can we make this approach work in our classes? In this talk, we will explore both big and small ways that an instructor can integrate elements of contract grading and competency-based grading into their courses. Importantly, we will relate these strategies to the idea of teaching with compassion, both for students and instructors themselves. How can the way that we measure learning make space for forgiveness and hope? How do we change our grading to promote equity, without overburdening ourselves in a time when burnout is ever present? This short talk invites participants to begin to imagine a classroom where both students and instructors are liberated from oppressive grading systems, making space for authentic learning and self-care.

157 Peer Review for Student Success

Debra Coffey
Kennesaw State University, Kennesaw, Georgia, USA

Through the peer review process, students gain empowerment in literacy skills, their identities as readers and writers are strengthened, and self-efficacy increases. Strong reading, writing, and research skills empower students to experience success and promote lifelong learning. Peer review of writing, based on Vygotsky's sociocultural theory, is an effective teaching strategy to support students' growth in analysis, evaluation, and synthesis.
This presentation will focus on the implementation of a peer review process in a literacy methods course. Topics will include the rationale for use of peer review, benefits for students and faculty, an implementation model, encouraging student participation, and assessment of outcomes. We will consider broader applications and the impact of peer review on student success.

SoTL Briefs 7A -12:30 - 1:15pm

108 Filling In The Gap: Using Simulations To Teach Nursing Students About LGBT Topics

Dr. Jessica Mansbach
Loyola University Chicago, Chicago, IL, USA

Abstract

Undergraduate nursing curriculum does not consistently address LGBT content (e.g., LGBT health care and patients) and students may not be prepared to serve LGBT patients. While simulations are a common pedagogical tool in nursing education, little research has explored their utility in helping students learn LGBT content. A literature review was conducted to examine potential benefits of simulations to teach nursing students LGBT content. A combined database search (ERIC, ERC, Academic Search Complete) used these criteria: search terms "medical and education and teaching and LGBT", "nursing and education and teaching and LGBT", "nursing and education and learning and LGBT"; dates 2013-2023; peer-reviewed journals. Of the 67 articles found, 23 were relevant. Articles about LGBT patients and nurses were excluded. Findings revealed simulations with LGBT patients helped undergraduate nursing students improve communication skills, and LGBT cultural competency (Koch et al., 2021; Maruca, 2018; Sherman et al., 2020; Yu et al., 2023).

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79 Does "figure analysis" aid in interpreting biological figures for undergraduate science students?

Elizabeth Harrison
Kennesaw State University, Kennesaw, GA, USA

Abstract

In the modern age, visualizations are everywhere. A photo in a commercial, a diagram in a textbook, a graph in a media news article, a trend in the stock market, and a data table on a government website all convey information that can be acquired and interpreted. To develop figure literacy, students must be taught the skills needed to breakdown a figure, interpret the components, and summarize the information contained within the figure.

Here, we describe how we adapted a published method for use in the introductory biology sequence for science majors. We used "figure analysis" interventions during Principles of Biology I and II lectures to determine: 1. does this method aid students' ability to interpret novel figures, 2. if we could identify gaps in performance across pre-intervention and post-intervention in students from underrepresented backgrounds, 3.how students perceived the "figure analysis" intervention.

SoTL Briefs 7B - 12:30 - 1:15pm

126 "Things are always changing": Making History Relevant for Student Affairs Professionals

Dr. Kelly Schrum ORCID iD
George Mason University, Fairfax, VA, USA

Abstract

Students often dread the history of higher education course required in Higher Education and Student Affairs graduate programs. As a historian teaching in a higher education program, I saw this as a unique challenge. Could this course engage student affairs professionals in examining the past? A course redesign focused on change over time, access, and the contributions of diverse populations while integrating primary sources and historical thinking. A qualitative SoTL research project included five sections of the course taught by three instructors at two institutions between 2020 and 2021. Data, including student work and interviews, was collected, coded, and analyzed using thematic analysis. After completing the course, students expressed an appreciation for the past, including relevance to their practice. The presentation will include strategies for introducing disciplinary ways of thinking and for teaching across disciplines.

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21 Faculty Professional Development Leading to Enhancing Undergraduate Civic Dispositions

Dr. Jo Hoffman, Dr. Jacquelynne A. Boivin ORCID iD
Bridgewater State University, Bridgewater, MA, USA

Abstract

Civic learning and engagement is essential when educating students in any field across colleges and programs. Specific and intentional connections to civic minded actions on behalf of the greater good exist in every discipline and professional pathway. Researchers will share experiences with a structured a summer professional development initiative and opportunity for faculty across their university with a focus on civic engagement with intent of fostering growth and capacity for civic-mindedness in one required course syllabus each and at least one class activity/assignment. One of the researcher will share her experiences and implementation of civic dispositions in her Education course. Presenters will share initial findings and trends from their research study to collect information on students' civic dispositions with the hopes of gleaning insights about how to improve the study's plans. Pilot data will be shared with the intention of getting advice for refinement/next steps.

SoTL Briefs 7C - 12:30 - 1:15pm

12:30 - 1:15pm Friday, 22nd September, 2023
Presentation type SoTL Brief

134 Reflective Writing as a Tool to Measure Benefits of a Short-Term Study Abroad Program

Dr. Allison M. Plumb, Mrs. Laura B. Willis
Auburn University, Auburn, AL, USA

Abstract

Reflective thinking is a critical component of learning during the study abroad experience, however it remains underresearched. Using reflective writing, the purpose of the current study is to examine the benefits of a short-term study abroad experience for speech-language pathology students. To accomplish the purpose of this investigation, 10 students who attended a spring break study abroad program answered reflective questions. Modeled after Savicki and Price (2015) prompts were given before, during and after the program. The questions were designed to assess change across areas, including academic expectations, cultural expectations, and psychological issues. The investigators of this study also asked questions regarding professional identity. Responses have been received and analysis is being conducted using the content analysis software program, The Linguistic Inquiry and Word Count (LIWC, 2015). Analysis is ongoing and will examine cognitive language, affective language, and written expession. Implications for educators leading study abroad programs will be discussed.

Innovative Teaching Talks 7D - 12:30 - 1:15pm

23 Supporting and enhancing verbal communication skills across disciplines

Dr. Jessica A. Kulak ORCID iD
University at Buffalo, Buffalo, NY, USA

The National Association of Colleges and Employers has identified career readiness competencies that indicate what prepared college graduates require for success in the workplace. These include but are not limited to critical thinking, verbal communications, professionalism, use of new technologies, and communication in a clear and organized manner so others can effectively understand. In turn, it is important for college instructors to help students develop effective communication skills. As a whole, students get a great deal of practice developing their written communication skills, but have more limited opportunities to practice verbal communication skills. This session provides ideas for developing rehearsed and on-the-spot verbal communication skills, using examples from the fields of public health and business management.

62 Desmos Activity Builder as an Interactive Classroom Tool for All Subjects

Dr. Chantelle Anfuso, Dr. Katherine Pinzon, Tonya DeGeorge
Georgia Gwinnett College, Lawrenceville, GA, USA

Desmos is most widely known as a free online graphing calculator, but their classroom activities provide the ability to incorporate active learning, formative assessments, flipped class lessons, and more, all with ease. These activities may be instructor-led during virtual or in-person class sessions or designed as self-paced out-of-class activities. Questions can include the option for students to explain their answer and share with their classmates, and/or customized feedback for both multiple choice and free response questions. This session will showcase various ways to incorporate Desmos activities into any curriculum, with examples from both math and chemistry courses. We will highlight different types of activities and how faculty can use Desmos to build their own lessons for incorporation into their in-person, blended, and online classes.

Innovative Teaching Talks 7E - 12:30 - 1:15pm

118 The Virtual Tourist Experience

Lynn Boettler
Kennesaw State University, Kennesaw, GA, USA

In this session, an innovative 3-part project for promoting intercultural knowledge and understanding is shared. As part of the project, students conduct interviews with individuals from a culture other than their own about their beliefs, customs, and mindsets and share their interview reports on the class discussion board. Students then become virtual tourists traveling between interviews reflecting on notable cultural differences and similarities. After their initial tour, students conduct a more rigorous analysis in a second tour, identifying themes across cultures in relation to specified course content. While the project is tailored for a fully online leadership and culture course, it could be easily adapted to a variety of disciplines and teaching modalities.

10 Should we teach about Anti-Americanism?: "Preparing the child for the road"

Dr. Roger W. Anderson
Central State University, Wilberforce, OH, USA

Educators holding U.S. passports likely remember the first time abroad when they encountered someone with ardently negative views of the U.S., American politics, foreign policy, or culture.
In recent years, the volatility of U.S. domestic politics, mass social movements and counter-movements, mass shootings, military interventions abroad, and global pandemics all contribute to hyper-charging attitudes towards the U.S. Are our students prepared for such encounters? Generally, should we be preparing our students for encounters with anti-Americanism? If so, how can we do so thoughtfully yet critically? What skills, knowledge, and attitudes does this entail? Would international students benefit? This session raises questions seldom asked in international higher education but are paramount in the education of globally-prepared graduates. Attendees of this session will leave with a new lens through which they can review their own pedagogies.
Are we "prepar(ing) the child for the road, or preparing the road for the child"?

8 Integrating Mapping in Decolonial Literary Studies

Dr. Pushpa N. Parekh
Spelman College, Atlanta, GA, USA

As an Innovation strategy in teaching the English Seminar on Immigrant Women's Literature to undergraduate English majors at Spelman College, in spring 2017, I integrated a module on spatial mapping, through ArcGIS technology, to advance literary study. In subsequent years and during the pandemic, I used the online ArcGIS platform. The ArcGIS module introduced the mapping software for integrating spatial analysis with literary close analysis. The visualization tools and layering features (map, text, and image) of the ArcGIS were introduced to build interdisciplinary and inter-medial approaches to immigrant literary themes and issues central to the course. Having read creative and theoretical literary works on immigration, students in the course engaged with interdisciplinary topics, concepts and pedagogies. Therefore, the integration of mapping pedagogy is transferable to courses in Social Sciences and other interdisciplinary areas.

The project module enabled integration of SoTL methodology in my teaching

Innovative Teaching Talks 7F - 12:30 - 1:15pm

74 Everyday Epistemologies: Metacognition and the Restorative Nature of Knowledge

Dr. Ellen Moll
Michigan State University, East Lansing, MI, USA

Many excellent teaching practices – community-based learning, public-facing assignments, tightly scaffolded major assignments – are difficult to adapt when students face trauma, burnout, life events, and other challenges. Robust learning and deep critical thinking, however, can and should be rejuvenating in many learning situations, even when dealing with serious subject matter such as racism, sexism, environmental disasters, and surveillance. Based on work in a general education humanities course, this paper outlines course curriculum design principles, and several practical tips, for crafting course experiences that make time and space for students to wonder, wander, and enjoy a course's metacognitive and epistemological skill-building.

18 Reflective Practices for Practitioners: a primer for educators beginning reflective practice

Haleigh R Machost
University of Virginia, Charlottesville, VA, USA

Reflective practices, the thoughtful consideration of past or potential experiences, are increasingly advocated for in academia and comprise important parts of professional reviews. The advantages of reflective practices are numerous and include direct benefits to practitioners, such as supporting adaptation to change, and indirect benefits to their students, such as the implementation of more equitable pedagogical practices. The extant literature concerning reflective practices in education is laden with conflicting terminology and complex studies which can inhibit educators' understanding of reflective practices and prevent their adoption. As such, this session will serve as a primer for educators beginning reflective practices. It briefly describes the benefits to educators, different classifications and modalities of reflection, and examines some of the challenges that educators may encounter. This review also seeks to inform professional development facilitators about the particular benefits and challenges that should be addressed while advocating for instructors to adopt reflective practices.

84 Learning Through Reflections in a Multi-Modality Course

Dr. Joie Hain ORCID iD
Clayton State University, Morrow, GA, USA

Throughout the University System of Georgia, High Impact Practices are a central focus of implementation for student success. Reflections are a High Impact Practice and allow for periodic, structured, opportunities for integrated learning. Reflections can be used in different segments of a class. This presentation will discuss both Checkpoint Reflections and End-of-Term reflections to promote higher learning. We will utilize the CASE of an online asynchronous class that utilizes both a simulation and community project augmented by reflections. We will share the High Impact Practices and the Key Elements of High Impact Practices utilized in the reflections segment of the course. This will be followed by the sharing of the simulation process and shared examples of the corresponding reflections for both Checkpoint Reflections and End-of -Term reflections. The examples provided are available for use in diverse disciplines.

SoTL Briefs 8A - 1:30 - 2:15pm

71 Happiness is….: Using Photo Narration to support Cross-Cultural Student Well Being

Tammy Divens[1], Laura Cruz[2]
[1]Penn State, Shenango, PA, USA. [2]Penn State, State College, PA, USA

Abstract

What is happiness? This cross-cultural study included students from American and French universities and compared perceptions of positive well-being and happiness through photo narration. Photo narration is a method of qualitative research in which the student serves as collaborator in the investigation by providing both photos and narratives that allow insight into how meaning is made. Following engagement with remote photo narration, in-person focus group conversations were conducted to focus on their choices and how the ensuing cross-cultural dialogue may have influenced their perceptions of this fundamental human emotion. The analysis of the artifacts gathered suggest potentially important linkages between how we (as humans) define and experience happiness, with implications for both research and practice across multiple roles and academic domains.

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96 Horsing Around: Using Holistic Practices to Develop Emotional Intelligence

Major Melissa McLain
USAFA, Colorado Springs, CO, USA

Abstract

Developing emotional intelligence (EQ) skills in higher education settings must be prioritized in order to equip the next generation of the work force with the soft skills to lead and manage multi-disciplinary teams (Dean & East, 2019; Gallo, 2018). EQ is defined as the ability to perceive, manage and evaluate emotions, both one's own emotions as well as others'. Elevate your Emotional Intelligence (↑EQ) provided students an experiential environment, working with horses to develop their emotional intelligence (EQ). Although the equine setting is beyond the scope of most instructors' resources, the ↑EQ program incorporated holistic, evidence-based principles that can be transferred to a more traditional classroom setting. This presentation will share an overview of the ↑EQ program and the affiliated SoTL project and outcome data. I will also share critical aspects from ↑EQ with a plan of action to generate similar EQ development outcomes in classroom settings.

SoTL Briefs 8B - 1:30 - 2:15pm

36 Using Case-Based Learning Activities to Facilitate Students' Learning of the Principles of Evidence-Based Practice: A Pilot Study

Dr. Aleah S. Brock [ORCID iD](#)
University of West Georgia, Carrollton, Georgia, USA

Abstract

This pilot investigation explored graduate speech-language pathology students' response to the use of case-based learning (CBL) to develop understanding of the principles of evidence-based practice (EBP). Students worked in groups to locate and review scholarly articles to answer a clinical question about a hypothetical case. The students submitted written article review papers and written reflections on the process. Both were analyzed to learn about students' perspectives and approaches to solving clinical cases. Analysis revealed that students tended to rely heavily on scientific evidence, with fewer mentions of clinical expertise or client perspectives. Students reported that they appreciated both peer and instructor feedback. Further, they reported that the project helped them learn to apply course materials in "real life" contexts. These results indicate that CBL can be a valuable tool for teaching the principles of EBP and could apply to many clinical disciplines. Future directions are also discussed.

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130 Towards an Inclusive Pedagogy of Professional Identity Formation in the Health Professions

Marianne Adam[1], Paula Kustenbauder[2], Chelsea Mellett[3], Amy Nagy[4]
[1]Penn State, Schuylkill Haven, PA, USA. [2]Penn State, Altoona, PA, USA. [3]Penn State, State College, PA, USA. [4]Penn State, Sharon, PA, USA

Abstract

Across the United States, health professions, such as nursing, are currently facing critical shortages of trained workers, a state of affairs that is exacerbated by high levels of occupational burnout. Researchers have suggested that the development of strong pre-professional identities can not only support students in their transition to specific careers in health field, the process can also enable them to build social and emotional capital to support their long-term success.

This session will present the findings of a mixed-methods, multi-classroom study (n=134) that seeks to contribute to the foundation of evidence-based, inclusive practice for professional identity formation across the nursing curriculum. Our findings suggest significant connections between depth of perceived identity, motivation to enter the field, and future orientation(s) that are mediated through classroom instruction. In addition to sharing the conceptual model, the presenters will discuss the pedagogical strategies they used to strengthen these connections in their classrooms.

SoTL Briefs 8C - 1:30 - 2:15pm

7 Use of Student Generated Technique Videos to Increase Laboratory Skills in Both an Online and Face to Face General Chemistry Laboratory

Dr. Faith Jacobsen
Johnson County Community College, Overland Park, KS, USA

Abstract

From Summer 2020, our General Chemistry 1 laboratories were completely online using at-home lab kits and three-hour weekly web conference sessions. Starting Spring 2021, select sections were given a practical final examination where they had to generate a video of themselves performing a series of basic laboratory techniques. Results from analysis of these videos illustrated there were gaps in student skills. An intervention was done in Summer and Fall 2021 using student generated video technique quizzes. After the intervention, student's skills increased significantly in three key areas on the student generated final video exam. Starting Fall 2022 students returned to a face to face laboratory but were given the same video quizzes to assess the learning differences and similarities in technique learning of an online and a face to face laboratory environment.

Innovative Teaching Talks 8D - 1:30 - 2:15pm

72 Getting into Shape: Renewing a Model for the Peer Review of Scholarly Teaching

Qi Dunsworth[1], Corianne Thompson[2]
[1]Penn State, Erie, PA, USA. [2]Penn State, Scranton, PA, USA

Although much of the teaching and learning throughout the pandemic was carried out in a socially isolated environment, we have seen a growing number of faculty members turn to each other for ideas, resources, and support. The has led to the revitalization of a long-standing model of informal peer review/observation--Teaching Squares (or related shapes), where small groups of instructors visit each other's classes and meet regularly to share reflections. This session reports on the initial outcomes of a pilot Teaching Shape program from participants at various campuses of a large, public, research-intensive institution. We will also discuss how to adapt Teaching Shapes to your local context.

105 Designing a Course Design Institute using Collaboration: One University's Method for Preparing Instructors in Course Design

Latisha Haag ORCID iD, Seung Gutsch, Dr. Magdalene Moy
Fort Hays State University, Hays, KS, USA

This session focuses on how one unit at XXX University collaborated among instructional designers, faculty developers, and educational technologists and designed, developed, piloted, and evaluated a new Course Design Institute (CDI). Session participants will learn ways to incorporate tips and strategies for developing a CDI. Using the example at XXX University, participants will explore the purpose of a

CDI, in which faculty gain knowledge about course design principles and strategies for building cohesive, effective, and engaging courses, and apply what they have learned during hands-on activities in the CDI. This model provides an opportunity to promote a CDI without faculty resistance and assist faculty in building skills to design high-quality courses. Session participants will have access to a shared folder with resources.

48 Supporting the Development of Part-Time and Graduate Instructors

Dr. Kate Schaab
Kennesaw State University, Kennesaw, GA, USA

Part-time faculty and graduate instructors of record routinely teach lower-level programmatic requirements. Departments rely heavily on their labor in staffing courses, teaching engaging material, and attracting new majors/minors. However, departments and full-time faculty do not always return the investment in terms of mentoring, supervising, and offering developmental programs. This teaching talk focuses on strategies for supporting these instructors, specifically a program in which part-time and graduate instructors are matched with full-time faculty to observe a more senior instructor's approach to teaching and discuss strategies for course development, lesson planning, grading, classroom management, and engaging with students in-person and virtually. Part-time and graduate instructors will also have their classes observed. These observations are framed as an opportunity to talk more about teaching, reflect upon successes and opportunities for change and growth, and receive targeted feedback based upon their goals for the observation and development as teachers.

Innovative Teaching Talks 8E - 1:30 - 2:15pm

125 Thinking with things: Employing embodied learning using physical materials in college classrooms

Dr. Jennifer S. Queen ORCID iD[1], Dr. Sarah Kuhn ORCID iD[2]
[1]Rollins College, Winter Park, FL, USA. [2]University of Massachusetts Lowell, Lowell, Massachusetts, USA

Using physical materials in college classrooms to facilitate acquisition of complex concepts takes advantage of embodied learning. Research in cognition, neuroscience, and education suggests that people learn by interacting with their world using all five senses (not just sight and hearing as is often the case in a traditional classroom). We will discuss class exercises where we have used one such material (clay) to teach brain structures and empathy in universal design. These experiences occurred in different institutional contexts (a private small liberal art college and a large public research university) and in different kinds of courses (a neuroscience course on neurolinguistics and a social science course on sustainable development). Logistical concerns and practical benefits will be considered along with student reactions and informal reports of student learning.

152 "I thought I would hate this assignment when I saw the syllabus, but it was actually the most beneficial activity I've ever done in a class": Removing Barriers to Public Speaking in the Classroom.

Dr. Elizabeth Bartelt
University at Buffalo, Buffalo, NY, USA

In an engaging 10-minute session, a method to scaffold public speaking so that students actually learn to enjoy it will be discussed. Participants will learn how this innovative ten-step process scaffolds learning to not only increase student's proficiency in public speaking skills but also for many students removes fear, increases comfort, and allows them to feel confident in a skill that is often rated as scarier than death. This process involves four group practice debates taking no more than 15 minutes each practice session in class, four Flip-Grid assignments to increase over four weeks to increase individual comfort and skill, and 2 group assignments prior to the overall debate assignment. Participants will receive advice and guidance on how to scaffold public speaking assignments similarly for their own courses. Common problems and solutions to this scaffolding will be discussed with participants.

154 TICA TALK: Fostering Non-native Spanish Speakers' Communication Skills

Dr. Maricelle Pinto-Tomas, Dr. Sara Nasrollahian
University of Iowa, Iowa, Iowa, USA

In this Teaching Talk session, we will share about the TICA TALK activity that we use in a Spanish class to facilitate collaborative communication among the students who have researched a specific character in Spanish History. We will also share how the Transparent Assignment Design framework has helped make this activity clearer to the students. We will also discuss how we have this activity can be applied in other disciplinary areas.

Innovative Teaching Talks 8F - 1:30 - 2:15pm

111 "Midcourse Corrections" Aren't Just for Ships: An Innovative Assessment Technique to Improve Your Teaching During the Semester

Dr. Robert Casey Goodman [ORCID iD](#)
Kennesaw State University, Kennesaw, GA, USA

Borrowing a technique from consumer marketing research, instructors who teach new courses can improve aspects of their teaching without waiting until the end-of-semester evaluations – regardless of the discipline or course modality. *Just About Right* (JAR) scales are used during commercial product development to assess perceptions of a product's characteristics. For instance, is a soft drink too sweet, not sweet enough, or just about right? JAR scales allow specific aspects of a product to be optimized for a better overall consumer experience. I will share how I used JAR scales in a "Midsemester Check-In." Students scanned a QR code on their smartphones to take a three-minute, anonymous, in-class survey. The survey asked about pace of lectures and time spent reviewing critical concepts using JAR scales. Results provided solid guidance and were immediately implemented to facilitate learning throughout the semester.

100 Fostering feedback uptake: Techniques to encourage students to access, understand, and use instructor feedback on a writing assignment.

Dr Kelly Danaher
University of Iowa, Iowa City, Iowa, USA

Instructors spend extensive time and energy providing students feedback; however, a challenge many instructors face is ensuring students adequately use that feedback. In this session, I will describe techniques to foster students' active engagement with and use of feedback. I will share reflection prompts designed to encourage students to: 1) recognize the importance of feedback, 2) understand how to use feedback, 3) make action plans in response to feedback. I will also describe activities for encouraging students to better understand assignment requirements and grading criteria. The goal of the session is for instructors to explore ways to promote student use of feedback. Session attendees will have the opportunity to reflect on how materials can be applied to their own instructional context.

117 A strengths-based approach to a students as partners program

Dr Erin L Whitteck, Autumn House
University of Missouri - St. Louis, St. Louis, MO, USA

A consistent message relayed to students and faculty in our Tritons as Partners program (University of Missouri at St. Louis' students as partners program) is taking a strengths-based approach to observation and feedback. After one semester in partnership with faculty, student partners provided feedback to the facilitators that the program should be even more intentional about using a strengths-based lens in student partnership. We incorporated the Clifton Strengths for Students instrument with all student partners before they started their partnership work. We had several check-in points throughout the semester to reflect on students' strengths and how their strengths contributed to or, in some cases, challenged the partnership. A student partner will share their experience with the tool and how it impacted their partnership work and other aspects of their college experience. We will also consider how the tool could be used with faculty.

2:30 – 3:30pm

Plenary Session: A Portrait of SoTL Advocacy: Grassroots to International Challenges

163 A Portrait of SoTL Advocacy: Grassroots to International Challenges

Diana Gregory
Kennesaw State University, Kennesaw, GA, USA

Abstract

Advocacy and the scholarship of teaching and learning (SoTL) go together in my artist/researcher/teacher brain like peanut butter and jelly. In this session, I will paint a portrait of SoTL projects from various perspectives by sharing the work of the International Society for the Scholarship of Teaching and Learning (ISSOTL) Advocacy Committee, to Friberg's (2016) probing question Might the 4M Framework support SoTL Advocacy? to Chick & Friberg's (2022) Going Public Reconsidered: Engaging with the world beyond academe through the scholarship of teaching and learning. Delineating layers of work from the personal to the international will render a composition ready to examine the current work of Scharff's (2023) Grand Challenges Phase III. If you a curious about who does SoTL, why SoTL is important in the zeitgeist of higher education, and how you can participate in public scholarship, then this session might be your bread and butter.

3:30 – 5:00pm

Closing Activities

As a final reflection on your SoTL Summit experience, please visit our "Pearls of Wisdom" wall to share something you have learned and express gratitude for the presenter who shared their wisdom with you. Scroll through the posts to see if your wisdom led to an "aha" moment for another participant!

If you are local to Kennesaw, please join us at the CETL House (3211 Campus Loop Road) from 4:00-5:00pm for a reception celebrating 30 years of hosting the conference.