

Institute for Scholarship of Teaching and Learning

2015-2016 Annual Report

Cultivating Evidence-Based Change in
Teaching and Learning: From Grassroots
Innovations to Institutional Impact



MOUNT ROYAL
UNIVERSITY
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Institute for Scholarship of
Teaching and Learning

Message from the Director



Three years ago, when I became Director of the Institute for Scholarship of Teaching and Learning (I-SoTL), I articulated the following three priorities:

- to increase the understanding of the scholarship of teaching and learning (SoTL) by communicating and promoting a framework for SoTL which is inclusive of all disciplines;
- to expand faculty member involvement in SoTL, for example, by increasing activities which connect scholars both internal and external to Mount Royal University (MRU) and by encouraging and supporting collaborative and multidisciplinary projects; and
- to lead by example, in other words, engage the Institute in its own practice of scholarly evaluation, reflection and enhancement, by which it models the same approaches that it supports faculty to take in their teaching.

I'm extremely pleased to say we achieved progress in all three areas. First, our framework for SoTL has recently been published in the leading SoTL journal **Teaching and Learning Inquiry**, and the disciplinary diversity of MRU faculty engaging with the Institute is increasing. Second, through TransCanada Forum funding we sponsored two new events this year which brought together scholars from across the country: three SoTL workshops at the Canadian Association for Community Service-Learning Conference, and a three-day Humanities in SoTL workshop in Banff. This is in addition to our annual Symposium on Scholarship of Teaching and Learning which recently received a record number of submissions for the 7th annual event in November, 2016. We also supported the participation of scholars from MacEwan University in the 2016 Nexen Scholars Program, won our bid to co-host the International Society for Scholarship of Teaching and Learning Conference together with the University of Calgary in October 2017, and further, completed two multidisciplinary collaborative projects involving scholars from across Mount Royal: the Critical Reading Project and the Decoding Across Disciplines Project. Finally, our first publication investigating the impact of the Nexen Scholars Program has been published in a special issue about "The Scholarship of Teaching and Learning in Canada: Institutional Impact" featuring seven other post-secondary institutions and a Canada-wide study. And these are just the highlights!

Scholars of SoTL have argued that it must be "woven into the fabric of our institutions," (Williams et al. 2013) and thus requires leadership at the micro (individual instructors and students), meso (departments and programs), and macro (senior administration) levels of an organization. In order to make sustainable change in higher education, SoTL must also contribute at the mega level (disciplinary or provincial and national contexts). While remaining accountable to its funders, the Institute targets its programming and research initiatives at all four levels; this annual report is organized by activities and accomplishments at each level. It has been a pleasure supporting these many initiatives with so many excellent colleagues and students.

A handwritten signature in black ink, appearing to read "Janice Miller-Young".

Janice Miller-Young, Ph.D.

Academic Director, Institute for Scholarship of Teaching and Learning

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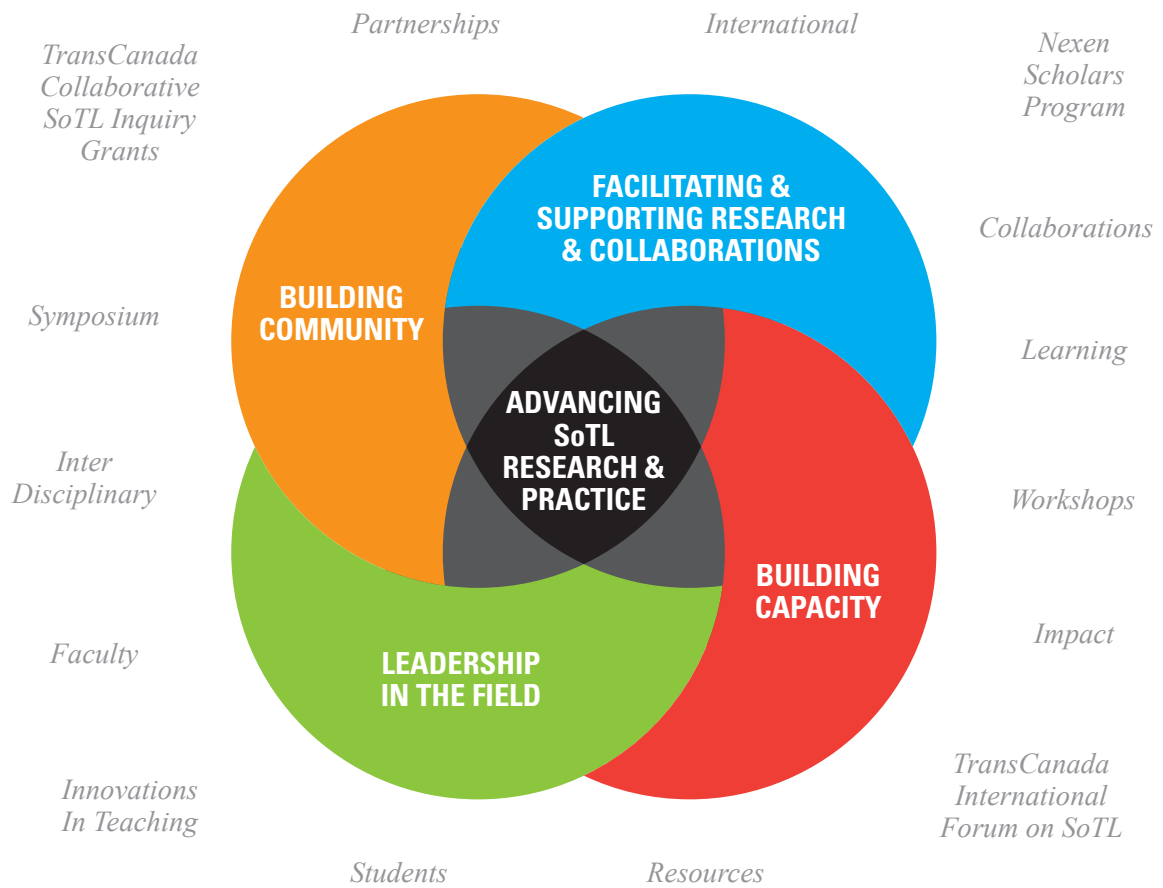


Institute for Scholarship of
Teaching and Learning

About the Institute

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

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



** note: Institute financial reports are submitted annually to the Office of Research, Scholarship, and Community Engagement, and are available to donors any time upon request.

Activities and Accomplishments at 4 levels

Highlights			
Micro-level:	Meso-level:	Macro-level:	Mega-level:
Supporting faculty and students in the exploration and adoption of innovative approaches to teaching and learning activities	Supporting and cultivating connections across departments and programs	Supporting collaborative SoTL research at the institutional level (e.g. institutional priorities such as High Impact Practices (HIPs))	Engaging with the broader higher education community
<ul style="list-style-type: none"> Faculty hired 11 students as research assistants for Institute-sponsored SoTL projects 2 MRU students presented at McMaster Summer Institute on Students as Partners in Learning & Teaching in Higher Education (HE) 3 Institute-funded students delivered presentation on "Faculty and Students Partnering on Teaching and Learning" at MRU's annual Research and Scholarship Days 8 workshops and methodology-related presentations delivered at 2015 Symposium on SoTL 14 campus presentations made by Institute-associated faculty and invited visiting scholars 	<ul style="list-style-type: none"> 2 new TransCanada Collaborative SoTL projects funded Supported 28 collaborative scholarly presentations at conferences, postsecondary institutions, and disciplinary organizations Published (or have been accepted) 22 collaborative papers from Nexen and TransCanada-related projects Submitted "Decoding Across the Disciplines", a special issue of New Directions for Teaching & Learning (NDTL) which will feature 8 chapters by 18 co-authors from across MRU (publication expected summer 2017) 	<p>TransCanada Collaborative SoTL projects supported to date:</p> <ul style="list-style-type: none"> 4 program- and discipline-level collaborative research projects 4 multi-institution and multi-disciplinary collaborative research projects 3 Community Service-Learning (HIP) collaborative research projects 2 Undergraduate Research (HIP) collaborative research projects <p>Marshall Literacy Research Program:</p> <ul style="list-style-type: none"> 2 new research projects funded on student literacy 5 Institute-associated presentations at MRU Research and Scholarship Days 	<ul style="list-style-type: none"> Hosted the 6th annual Symposium on SoTL in 2016 which included 50 presentations by more than 100 participants from across North America Organized the 2017 Symposium which received a record number (> 100) of proposals from North America, UK and Australia In collaboration with open education resource (OER) experts across campus, received funding from the Campus Alberta OER Initiative to support Open Educational Resources events including speakers for the 2016 Symposium First book publication by Institute-associated faculty ("Critical Reading in Higher Education")

Activities and Accomplishments at 4 levels

Micro-level:	Meso-level:	Macro-level:	Mega-level:
<ul style="list-style-type: none"> • 4 scholars completed the 2015 Nexen Scholars Program and are in the analysis and dissemination phases of their research • 7 MRU scholars accepted into the 2016 Nexen Scholars Program and will conduct their research in 2016-17 • Supported 18 single-authored presentations at conferences, postsecondary institutions, and disciplinary associations • Published (or have been accepted) 10 single-authored papers from Nexen and TransCanada-related projects 			<ul style="list-style-type: none"> • Collaborated on a special issue of NDTL which features SoTL initiatives from 8 institutions across Canada (June 2016) • Won the bid to co-host with the University of Calgary, the International Society for SoTL (ISSoTL) Conference in 2017 • Collaborating with MacEwan University to include 6 MacEwan faculty members in the 2016 Nexen Scholars Program (funded by MacEwan) • 9 Institute-associated MRU faculty participated in national or international collaborative writing groups on key topics in SoTL • Launched an updated website with project descriptions, videos, resources for faculty, twitter feed, and more

Mega Level - Engaging with the broader higher education community

Events

6th Annual Symposium on SoTL, Banff, November 2015



Left to right, top to bottom: Keynote speakers Curtis Bennett and Jackie Dewar; banquet scene; reception scene; keynote speaker Peter Felten; Conference chair Janice Miller-Young; poster session; a captivated audience during Peter Felten's keynote; Jackie Dewar; our welcoming registration desk; Peter Felten and past keynoter Nancy Chick at the banquet.

Mount Royal University's Institute for Scholarship of Teaching and Learning hosted a successful sixth annual Symposium in Banff from Nov. 12-14, 2015, with speakers and participants from across North America, with a fair representation of MRU scholarship. You can find the program here:

<https://mruir.mtroyal.ca/xmlui/handle/11205/238>

and will get a sense of the Symposium through a Storify of all the tweets:

<https://storify.com/margymaclibrary/ssotl15-symposium-on-scholarship-of-teaching-and-l>.

We had a wonderful diversity of topics, disciplines, and institutions represented at this Symposium, including students' use of open education resource texts, student identity formation, service learning, and building supportive research communities. Peter Felten (Elon University), the first keynote, engaged us in thinking about students as partners in research and teaching from curriculum design to conference presentations. Jackie Dewar and Curtis Bennett (Loyola Marymount University) - Friday's keynote, led us through data and ideas on teaching for transfer, so learning in one course can be applied elsewhere. We were particularly impressed by the overall quality of sessions and the depth and energy of the discussions this year, and excited about the novel pedagogies and methodologies that were presented. Also, the high attendance at our pre-conference workshops is a sign of more great things to come!

We gratefully acknowledge the support provided by the Nexen Scholars Program, Office of the Provost, the Faculty of Teaching & Learning and the Academic Development Centre all at Mount Royal University for helping to sponsor the 2015 keynotes and reception.

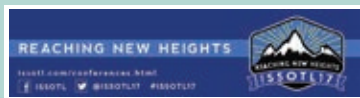
2015 Conference Organizing Committee:

Janice Miller-Young (ISoTL), Margy MacMillan (Library), Melanie Rathburn (General Education/Biology).

"We really enjoyed the entire experience and the collegiality in Banff. I personally felt welcomed and accepted by the members of the Mt. Royal team from the moment we arrived to the time I left. Based on my experience, I know that your University must be a wonderful place to experience the joy of education."

- Stephen Hammel, Queensborough Community College, New York.

Save the dates! Save the dates! Save the dates! Save the dates!



- *7th Annual Symposium on Scholarship of Teaching and Learning, Banff, Alberta*
November 10-12, 2016
- *14th Annual Conference of the International Society for the Scholarship of Teaching and Learning,*
October 11-14, 2017
(co-hosted with the Taylor Institute for Teaching and Learning at the University of Calgary)

TransCanada International Forum on Scholarship of Teaching and Learning

The TransCanada forum is an annual event which brings together senior higher-education administrators, private and public-sector stakeholders, and campus leaders who are committed to fostering and promoting systematic scholarly inquiry across the international post-secondary landscape. These events are often organized in partnership with national and international organizations and societies, and range in focus from institutional leadership to the role of students as co-researchers. This year we brought in leading scholar and change agent Dr. Patti Clayton to deliver three workshops at the Canadian Association of Community Service-Learning (CACSL) Conference, hosted by Mount Royal University in May 2016. The workshops were designed to advance the scholarship of teaching and learning in service-learning, provide consultation and feedback to participants on their research ideas, and to build a network of service-learning scholars. We are pleased that this year's event benefited both the Mount Royal community as well as our colleagues and partners in CACSL.

- **Integrating Critical Reflection and Assessment to Generate, Deepen, and Document Learning**
- **Revisioning SoTL for Community Service-Learning / Community Engagement**
- **Continuing our own SoTL Journeys: Questions, Collaborators, and Next Steps**



Dr. Patti Clayton, Senior Scholar, Center for Service and Learning, Indiana University - Purdue University Indianapolis; Visiting Fellow, New England Resource Center for Higher Education; Senior Scholar, University of North Carolina at Greensboro.

Critical Reading in Higher Education: A SoTL Milestone for MRU

This year, we celebrated the publication of a book about a landmark scholarship of teaching and learning study undertaken at Mount Royal University.

The collaborative project was conducted by four instructors from different disciplines, all teaching in General Education at Mount Royal University, and all trained in SoTL research through the Institute's Nexen Scholars Program. Dr. Karen Manarin, the lead author, teaches English and General Education courses. Collaborators were Dr. Miriam Carey (General Education and Policy Studies), Dr. Melanie Rathburn (General Education and Biology), and Dr. Glen Ryland (General Education).

These instructors were curious about students' reading abilities across the curriculum. They collected and analyzed ten written reflections along with other research and reflective papers from 72 consenting students across four foundation GNE courses. As a result of their findings, they make recommendations for more intentional teaching and assessment of students' critical reading in higher education. They offer both good news (students can comprehend difficult texts) and bad news (many students learn early that they often don't have to read in order to succeed in higher education). They argue that improving critical reading for academic goals and social engagement requires that faculty across the curriculum work together.

This was the first collaborative project designed under the auspices of the Institute for SoTL and also the first SoTL book publication for Mount Royal University. Its success demonstrates not only the dedication of the researchers, but the possibilities of cross-course or cross-disciplinary research in SoTL, and is a milestone for MRU which aims to be a leader in the field of SoTL.

While a book publication is something that brings external recognition to the University, which is exciting for us and important for our reputation for excellence in teaching, the process of SoTL is as important as the final product. Imagine the extent and depth of conversations these collaborators must have had as they discussed their courses, analyzed their students' coursework, and dove into the literature in order to place their findings within a larger body of knowledge. That is what is truly special about this project and about Mount Royal - the time and effort that our faculty spend collaboratively developing excellence in teaching and learning, and that kind of effort is valued here."

~ Janice Miller-Young, I-SoTL Director *The book is available at the MRU bookstore and on Amazon.*



The authors of Critical Reading in Higher Education (from left to right) Drs. Melanie Rathburn, Karen Manarin, Miriam Carey and Glen Ryland



Lead author Dr. Karen Manarin provided a reading at the book launch celebration in the Faculty Centre.

Photos by: MRU student Roxy Trask.

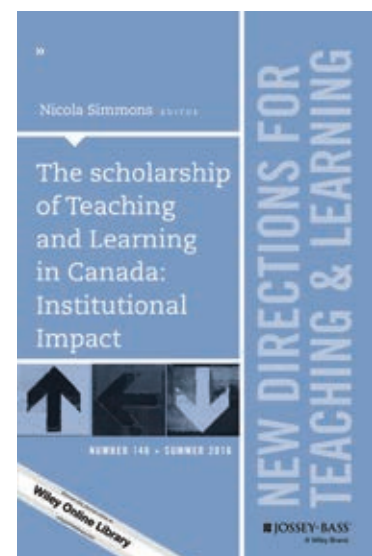
SoTL²: Inquiring into the Impact of Inquiry

(Nexen Scholars Program research project)

Karen Manarin, Janice Miller-Young, Michelle Yeo, Miriam Carey and Jim Zimmer

The Institute engages in its own practice of scholarly evaluation, reflection and enhancement, by which it models the same approaches that it supports faculty to do in their teaching. Its current focus is the impact of the Nexen Scholars Program on participants' teaching, scholarship, and career trajectory. Our first publication, focusing on self-reported impact through a survey and follow-up interviews, has just been published as part of a special issue of *New Directions for Teaching and Learning* featuring eight institutions across Canada.

Our continued, deeper analysis of the rich data set is focused on two areas which also inform the Institute's facilitation of new scholars: how the Program facilitated participants' learning (the multiple ways participants were surprised throughout the course of participation (Yeo et al., submitted)), as well as the sources of discomfort which participants experienced (in progress).



Contributions to SoTL Organizations

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

Janice Miller-Young, Director, Institute for SoTL at MRU:

- Chair, SoTL Canada (a constituency of the Society for Teaching and Learning in Higher Education)
- Associate Editor, The Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL)
- Co-Chair, ISSOTL 2017 Conference Organizing Committee

Miriam Carey (2009 Nexen Scholar):

- Associate Editor, CJSOTL

Margy MacMillan (2012 Nexen Scholar):

- Publications Advisory Committee of ISSOTL
- Budget Advisory Committee of ISSOTL
- Conference Convenings Committee of ISSOTL
- ISSOTL 2017 Conference Organizing Committee

Karen Manarin (2009 Nexen Scholar):

- Regional Vice President (Canada), ISSOTL
- ISSOTL 2017 Conference Organizing Committee



Collaborative Writing

Excellence occurs in the company of others. ~ Hannah Arendt

In addition to the Decoding Project, a growing number of MRU scholars associated with the Institute have been participating in national and international conversations about teaching and learning through collaborative writing initiatives:

International Society for the Scholarship of Teaching and Learning (ISSOTL) Collaborative Writing Groups (targeted for special issue of Teaching and Learning Inquiry, due in early 2017)

- Michelle Yeo, Academic Development Centre
- Kevin O'Connor, Education

SoTL Canada Collaborative Writing Groups (targeted for special issue of the Canadian Journal for SoTL in 2017)

- Janice Miller-Young, Institute for SoTL
- Julie Mooney, Academic Development Centre
- Brett McCollum, Chemistry

Dissonant Methods: Humanities and SoTL (edited monograph)

- Ada Jaarsma, Humanities
- Kit Dobson, Humanities
- Guy Obrecht, General Education / Music
- Katja Pettinen, General Education / Anthropology

Macro Level - Supporting collaborative SoTL research at the institutional level

TransCanada Research Program

The Institute is using its funding for the **TransCanada Research Program for Learning Innovation and Collaborative Inquiry** in two ways: it offers grants for faculty to take leadership on large, collaborative projects which are important to their program or discipline; and it supports a number of collaborative projects on innovative learning which are aligned with MRU's strategic plan (see the Institute's website for more detailed project descriptions and updates <http://www.mtroyal.ca/isotl/CollaborativeSOTL/index.htm>).

New projects funded in 2015-16:

Interprofessional Education with Nursing and Respiratory Therapy Students: A Mixed Methods Study

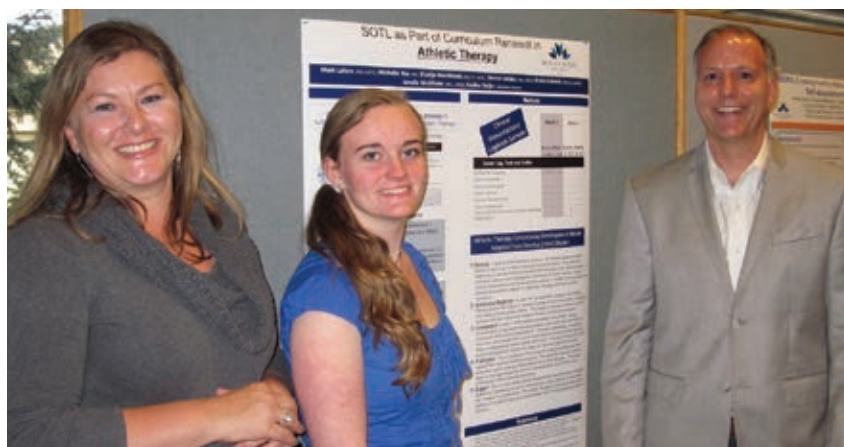
Collaborative Research Team: Heather Russell, Margot Underwood, Marg Olfert, Liza Choi, Stephanie Zettel, Jennifer Watson, and Caroline Silen (Nursing, Mount Royal University); Meredith Patey and Jennifer Stefura (Respiratory Therapy, SAIT)

The Mount Royal School of Nursing and Midwifery collaborated with the SAIT Respiratory Therapy (RT) Program to organize an augmented oxygen delivery lab to first year nursing students to improve their confidence in managing oxygen delivery. Third year RT students facilitated first year student nurses' hands on learning of oxygen delivery through the use of case studies and low fidelity simulation. Surveys administered indicated that both groups of students had a very positive perception of the inter-professional collaboration and learning offered through this lab. The purpose of the study is to examine the readiness of nursing and respiratory therapy students for IPE, and to examine the construction of identity for both groups of students within a collaborative lab using a mixed methods approach.

Impact of Concept Maps and a Flipped Classroom Model in Biology & Nursing

Collaborative MRU Research Team: Michelle Yeo, Academic Development Centre; Sarah Hewitt, Department of Biology; Joanne Bouma, Department of Nursing and Midwifery

Anatomy and Physiology is a year-long, first year course taught in two parts - BIOL 1220 and 1221. This is a service course taught by the Biology Department and is a required course for first year nursing students. This first year anatomy and physiology course has traditionally had one of the highest failure and withdrawal rates at the University. It is an extremely content heavy course, historically taught with a lecture/exam-based model. Students take the course in their first year of the Nursing Program as a required course. Faculty in the Nursing Program have repeatedly observed that students who barely pass this course struggle in subsequent courses, especially pathophysiology which they take in their second year. In an effort to help the students develop a more structured approach to learning, retaining information, and making connections between concepts, Sarah Hewitt decided to radically alter the course delivery in the sections she was teaching. In consultation with Michelle Yeo, Hewitt re-configured the course by amalgamating shortened lectures and in-class group work, with some typical components of a flipped classroom - more work outside of class time that allows for more student engagement activities in class. The biggest change involved the development of skeleton concept maps. This project intends to discover how well these new approaches in BIOL 1220 & 21 are working and why, by assessing students' learning not only in the first-year courses but also whether the combination of this teaching method in both first and second year courses is an effective way for the students to more thoroughly learn the material, increase their long term retention of concepts and/or their ability to apply the concepts in a clinical setting.



Dr. Michelle Yeo, student Hailee Beijer, and Dr. Mark LaFave present preliminary work for their project "Student Experience and Impact of Clinical Presentations in the Athletic Therapy Curriculum" at MRU's annual Research and Scholarship Days, March 2016 (TransCanada Collaborative SoTL Grant awarded in March 2015)

Marshall Literacy Research Program

We thank the Marshall Family Foundation for its first donation in 2015 to launch a Literacy Research Program in two areas:

1. a long term research project related to the efficacy of the Calgary Reads Program:

Teacher Candidates as Reading Tutors

Principal Investigators: Dr's Jodi Nickel and Scott Hughes

This preliminary research project is a literature review regarding best practices in teacher education for literacy instruction particularly for those teacher candidates involved in tutoring experiences. The following three questions guide the literature review:

- What does the research literature tell us about the role of a tutoring program in preparing teacher candidates to teach literacy?
- What does the literature tell us about the effect of one-to-one tutoring on student reading level and comprehension?

The literature review will inform instruction in EDUC 2371: Language Development and Literacy and the Calgary Reads Program. It will also provide the background for subsequent empirical research that will examine topics such as:

- How the tutoring program influenced teacher candidates' understanding of literacy learning.
- How Calgary Reads programming and the tutoring program specifically influenced children's reading level and comprehension.
- Identification of gaps in EDUC 2371 and ways to improve the pedagogy in this course.
- Identification of gaps in Calgary Reads programming and ways to improve it.

2. a priority area of literacy in higher education:

Looking Beyond Compliance: Implicit Models of Reading

Principal Investigator: Dr. Karen Manarin, Professor of English and General Education

Individuals' reading behavior is influenced by their implicit beliefs about their roles as readers, but much attention in post-secondary classrooms is given to whether or not students have done the reading at all. This study explores how post-secondary students and instructors from multiple disciplines describe reading compliance activities and different models of reading. The study then probes deeper into the reading behaviors of students in a required writing course by examining their written work for traces of the implicit models of reading they are using. This research provides a foundation for a longer term project exploring how markers of transactional reading can be increased through assignment design and assessment.

Meso Level - Supporting and cultivating connections across departments and programs

Decoding Across the Disciplines Project

This special issue of *New Directions for Teaching and Learning* will provide examples and evidence of the various ways in which the Decoding the Disciplines Framework is being used at Mount Royal University to improve teaching. It consists of eight chapters collaboratively written by eighteen authors from across Mount Royal University and extends the 'Decoding' model by using several different theoretical lenses and applying it within communities of practice, with implications for teaching, research, and community development in higher education. - edited by Janice Miller-Young (Institute for SoTL) and Jennifer Boman (Academic Development Centre), accepted and targeted for publication in summer 2017.

"You are taking this work into such interesting new areas. This work is creative and very thorough and adds so much... Your volume is clearly going to add a new dimension to our shared work in a venue that should attract a good deal of attention... I want to thank you and your team so much for the work that you have done. The way you have worked collaboratively provides such a wonderful model of how SoTL can progress."

- David Pace, Professor Emeritus, Indiana University

Foreword

David Pace, Joan Middendorf

Section One: Introduction to Decoding Across the Disciplines

1. Overview of Decoding Across the Disciplines, *Jennifer Boman, Genevieve Currie, Ron MacDonald, Janice Miller-Young, Michelle Yeo, Stephanie Zettel*
2. Uncovering Ways of Thinking, Practicing, and Being through Decoding Across Disciplines, *Janice Miller-Young, Jennifer Boman*

Section Two: Theoretical Lenses

3. Conscious Connections: Phenomenology and Decoding the Disciplines, *Genevieve Currie*
4. Decoding the Disciplines as a Hermeneutic Practice, *Michelle Yeo*
5. Intuitions and Instincts: Considerations for Decoding Disciplinary Identities, *Ron MacDonald*

Section Three: Decoding in Communities of Practice

6. Building Bridges from the Decoding Interview to Teaching Practice, *Jennifer Pettit, Melanie Rathburn, Victoria Calvert, Roberta Lexier, Margot Underwood, Judy Gleeson, Yasmin Dean*
7. Impact of Decoding Work within a Professional Program, *Michelle Yeo, Mark Lafave, Khatija Westbrook, Jenelle McAllister, Dennis Valdez, Breda Eubank*

Section Four: Synthesis

8. Learning from Decoding across Disciplines and within Communities of Practice, *Janice Miller-Young, Jennifer Boman*

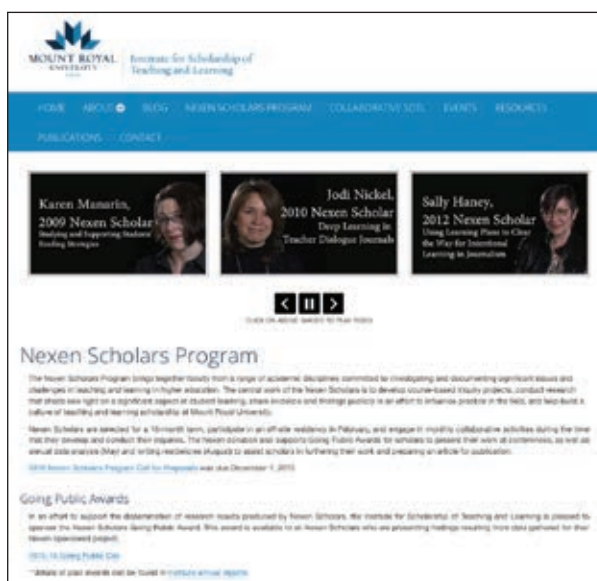
Micro level - Supporting faculty and students in the exploration and adoption of innovative approaches to teaching and learning activities

Nexen Scholars Program

The Nexen Scholars Program is a research development program which not only provides faculty support in developing a SoTL research project but also builds a collaborative, interdisciplinary community. It brings together selected faculty committed to working together to develop and conduct classroom-based inquiry projects over the course of a year. Please see the Institute website for descriptions of past projects:

Seven scholars were accepted to the 2016 Nexen Scholars Program and this year, five scholars and two facilitators joined us from MacEwan University to shadow the Program:

- REAL (Real Experience And Learning) Labs: Designing Authentic Learning Experiences in Biochemistry, John Chik, Chemistry and Physics
- What is the Impact of Web-based Pre-laboratory Preparation Modules on Learning in the Microbiology Laboratory?, Ana Colina, Biology
- Screening identities: Exploring How Film Studies Students Use Canadian Identities at/on the Border of Race, Nation and History, Lee Easton, English
- How Students Experience Learning in Simulation from both Active Participant and Observer Roles, Heather MacLean, Nursing and Midwifery



2015 Nexen Scholar Pat Kostouros and student RA Julia Wenzel discuss their data at the Nexen Scholars retreat in February 2016, for their project "Depicting Suffering: The Student Experience."

- Studying Undergraduate Research in a Course on Language Acquisition, Teresa Merrells, Humanities
- Using an Online Discussion Platform to Engage Students in General Education Courses about Communities and Societies, Semiyu Aderbigbe and Rita Yembilah, General Education

In 2016 we were also joined by scholars from MacEwan University (funded by MacEwan University):

- Enhancing Motivation and Engagement in Economics Courses, Rafat Aalam and Shahidul Islam, Economics
- Student Engagement with Feedback, Mark Arnison, Business
- Problem Solving Strategies used in Immersive Virtual Reality Learning Environments, Jeffrey Davis, Engineering
- Effects of Computer vs. Handwritten Exams, Nancy McKeown, Environmental Earth Science
- Preparing Students to Practice in an Imperfect World, Cheryl Webster Pollard, Nursing

Engaging Students

Students hired as Research Assistants in 2015-16:

- Haillee Beijer - working with Dr. Mark Lafave (TransCanada (TC) grant)
- Joshua Carter - working with Dr. Brent Oliver (TC grant) and Dr. Meaghen Johnston (2014 Nexen Scholar)
- Vanessa Gilbertson- working with Tammy Sherrow (2014 Nexen Scholar)
- Brian Hansen - working with Dr. Brent Oliver (TC grant)
- Noura Ismail - working with Dr. Jodi Nickel and Dr. Scott Hughes (Marshall grant)
- Karyn Jackson - working with Dr. Cynthia Gallop (TC grant)
- Celia Lahd - working with Dr. Karen Manarin (Marshall grant)
- Amanda Lockhart - working with Dr. Ada Jaarsma (TC grant)
- Marni MacKay - working with Dr. Victoria Guglietti (TC grant)
- Brendan Reed - working with Collette Lemieux and Brad Quiring (2015 Nexen Scholars)
- Julia Wenzel - working with Dr. Pat Kostouros (2015 Nexen Scholar)



Dr. Amanda Williams (2012 Nexen Scholar), Marni MacKay, Cassidy Fleming, Dr. Brett McCollum (2013 Nexen Scholar), Raneer Drader and Dr. Kevin O'Connor (2013 Nexen Scholar) gave a panel presentation on "Faculty and Students Partnering on Teaching and Learning" at MRU's Annual Research and Scholarship Days, March 2016

Sharing our Findings - all levels



Education students Kristen MacIsaac and Rachel Cool brainstorm ideas for their Professional Learning Plan study at the **McMaster Summer Institute for Students as Partners in Teaching & Learning in Higher Education**, where they also presented a poster on their work to date.

Campus presentations

- **Implementing Reflective Writing in Combination with Laboratories in Science**
Mandy Sobhanzadeh, Physics (September)
- **2015 Nexen Scholars' Showcase** Brad Quiring, Bissett; Sheri Rhodes, International Education; Priscilla Wamucii, General Education (November)
- **Undergraduate Research: Making Inquiry the Heart of Learning and Teaching**
Peter Felten, Elon University (November)
- **Trigger Warnings and Micro Aggressions**
Kostouros, P. & Averin, R. (January)
- **Looking for SoTL in All the Right Places**
Margy MacMillan (February)
- **Faculty and Students partnering on Teaching and Learning**
Cassidy Fleming (student) and Dr. Brett McCollum (Chemistry); Raneé Drader (student) and Dr. Kevin O'Connor (Education); Marni MacKay (student) and Dr. Amanda Williams (Journalism). Panel presentation at MRU Research and Scholarship Days (March)
- **The Science Laboratory for the 21st Century: How are we learning?**
Ana Colina, Biology. Presentation at MRU Research and Scholarship Days (March)

- **The Flipped Classroom: What students say about engagement and learning**
Tammy Sherrow, Nursing. Presentation at MRU Research and Scholarship Days (March)
- **Reflexive Photography: Revisiting how students reflect, process and communicate about critical learning experiences**
Brent Oliver, Darlene Chalmers, Mary Goitom. Presentation at MRU Research and Scholarship Days (March)
- **Scholarship of Teaching and Learning as Part of a Curriculum Renewal Process in Athletic Therapy**
Mark Lafave, Michelle Yeo, Khatija Westbrook, Dennis Valdez, Breda Eubank, Jenelle McAllister and Haillee Beijer. Poster presentation at MRU Research and Scholarship Days (March)
- **Professional Identity Development: Dialogue, debate –and a few surprises**
Sally Haney. Presentation at Faculty of Communication Studies Lunch and Learn (April)
- **Integrating Critical Reflection and Assessment to Generate, Deepen, and Document Learning**
Patti Clayton, IUPUI (May)
- **Revisoning SoTL for Community Service-Learning / Community Engagement**
Patti Clayton, IUPUI and Janice Miller-Young, MRU (May)
- **Continuing our own SoTL Journeys: Questions, Collaborators, and Next Steps**
Patti Clayton, IUPUI (May)

“If SoTL is to engage faculty across the disciplinary spectrum, it must embrace all kinds of research, including focused, controlled studies that yield statistical analyses and projects that tell significant stories about student learning and that emphasize interpretation, process, creativity and theory.”

Bloch-Schulman, S., Wharton Comkling, S., Linkon, S., Manarin, K., & Perkins, K. (2016). Asking Bigger Questions: An Invitation to Further Conversation. *Teaching and Learning Inquiry*, the ISSOTL Journal, 4(1). Available at <http://tlijournal.com/tli/index.php/TL/article/view/132>

Publications appearing or accepted in 2015-16

(supported by or associated with the Institute):

Bloch-Schulman, S., Conkling, S. W., Linkon, S. L., **Manarin, K.**, & Perkins, K. (2016). Asking bigger questions: An invitation to further conversation. *Teaching & Learning Inquiry*, 4(1), 1-7.

Boman, J., Currie, G., MacDonald, R., Miller-Young, J., Yeo, M. & Zettel, S. (accepted). Overview of Decoding Across the Disciplines. *New Directions for Teaching and Learning*.

Currie, G. (accepted). Conscious Connections: Phenomenology and Decoding the Disciplines. *New Directions for Teaching and Learning*.

Guglietti, M. (2015). Exploring students' articulation of value in a social research methods class: Towards a phenomenography of value making. *Teaching and Learning Inquiry, the ISSoTL Journal*, 3(2), 3-17.

Haney, S. (2015). Interrogating Our Past Practice as We Scale the Walls of the Box We Call Journalism Education. In *Toward 2020: New Directions in Journalism Education*, edited by Gene Allen, Stephanie Craft, Christopher Waddell, and Mary Lynn Young, 64-81. Toronto: Ryerson Journalism Research Centre.

Jaarsma, A.S. (2016). Design, Disability and Play: The Animal Politics of Education. *Gender and Education*, 28(2), 195-212.

Kostouros, P. (accepted). Depicting the suffering of others. *Journal of Effective Teaching*.

Lafave, M.R., Bergeron, G., Orecchio, E., Peeler, J., Streed, K., Elliot, J., Parr, K., McKenzie, K., **Valdez, D.**, Klassen, C., & DeMont, R. (2016). Consensus Statements from the Canadian Athletic Therapists Association (CATA) Education Task Force. *Athletic Training Education Journal*, 11(1).

- Lafave, M.R., Yeo, M., Westbrook, K., Valdez, D., Eubank, B., & McAllister, J.** (2016). Content Validation of Athletic Therapy Clinical Presentations in Canada. *Athletic Training Education Journal*.
- MacDonald, R.** (accepted). Intuitions, Instincts, and Intercultural Crossings: Decoding Disciplinary Identities. *New Directions for Teaching and Learning*.
- Manarin, K.** (2016). Interpreting Undergraduate Research Posters in the Literature Classroom. *Teaching and Learning Inquiry, the ISSOTL Journal*, 4(1).
- Manarin, K., Carey, M., Rathburn, M., & Ryland, G.** (2015). Critical reading in higher education: Academic goals and social engagement. Indiana University Press.
- Manarin, K., McGrath, A., & Carey, M.** (2016). Original Undergraduate Research in Classroom Contexts: Student Perceptions of a Scaffolded Approach. *Collected Essays on Learning and Teaching*, 9, 35-42.
- McCollum, B., Sepulveda, A. (student), & Moreno, Y. (student).** (accepted). Representational Technologies and Learner Problem Solving Strategies in Chemistry. *Teaching and Learning Inquiry, the ISSOTL Journal*.
- McGrath, A. & Atkinson-Leadbetter, K.** (2016). Instructor Comments on Student Writing: Learner Response to Electronic Written Feedback. *Transformative Dialogues*, 8(3).
- Miller-Young, J.** (2016). How did I get here?: Reflections on Learning from Multidisciplinary Communities of Practice. *Transformative Dialogues*, 9(1).
- Miller-Young, J., & Boman, J.** (Eds.) (accepted). *Using the decoding the disciplines framework for learning across disciplines*. San Francisco: Jossey-Bass.
- Miller-Young, J. & Boman, J.** (accepted). Uncovering Ways of Thinking, Practicing and Being through Decoding Across the Disciplines. *New Directions for Teaching and Learning*.
- Miller-Young, J., & Boman, J.** (accepted). Learning from Decoding across Disciplines and within Communities of Practice. *New Directions for Teaching and Learning*.
- Miller-Young, J., & Yeo, M.** (2015). Conceptualizing and Communicating SoTL: A Framework for the Field. *Teaching and Learning Inquiry, the ISSoTL Journal*.
- Miller-Young, J., Yeo, M., Manarin, K., Carey, M., & Zimmer, J.** (2016). SoTL2: Inquiring into the Impact of Inquiry. *New Directions in Teaching and Learning*, 246, 55-62.
- Miller-Young, J., Rathburn, M., Pettit, J., Dean, Y., Underwood, M., Gleeson, J., Lexier, R., Calvert, V., & Clayton, P.** (2015). Decoding Ourselves: An Inquiry into Faculty Learning About Reciprocity in Service-Learning. *Michigan Journal of Community Service Learning*, 22(1).
- O'Connor, K.** (2016). A pedagogy of place: Promoting relational knowledge in science teacher education. *Teacher Learning and Professional Development*, 1(1).
- Oliver, B., Chalmers, D., & Goitam, M.** (accepted). Reflexivity in the field: applying lessons learned from a collaborative scholarship of teaching and learning study exploring the use of reflexive photography in field education. In J. Friberg & K. McKinney (Eds.), *Conducting and applying the scholarship of teaching and learning beyond the individual classroom level*.
- Pettit, J., Rathburn, M., Calvert, V. Lexier, R., Underwood, M., Gleeson, J. & Dean, Y.** (accepted). Building Bridges from the Decoding Interview to Teaching Practice. *New Directions for Teaching and Learning*.
- Sherrow, T., Lang, B., & Corbett, R.** (2015). The flipped class experience in a university business communication course. *Business and Professional Communication Quarterly*, 2329490615614840.
- Szabo, J., Jakubec, S.L., & Janzen, K.J.** (2016). Quiet Lampshade in the Corner? Exploring Fourth Year Nursing Students' Narratives of Transition to Professional Practice. *Quality Advancement in Nursing Education*, 2(1).
- Underwood, M., Gleeson, J., Konnert, C., Wong, K., & Valerio, B.** (2016). Global host partner perspectives: utilizing a conceptual model to strengthen collaboration with host partners for international nursing student placements. *Public Health Nursing*. <http://dx.doi.org/10.1111/phn.12258>

Yeo, M. (accepted). Decoding the Disciplines as a Hermeneutic Practice. *New Directions for Teaching and Learning*.

Yeo, M. & Hewitt, S. (submitted). When things don't go as expected: How the shift from consultant to learner radically shifts the conversation. *Transformative Dialogues*.

Yeo, M., Lafave, M., Westbrook, K., Valdez, D., Eubank, B., & McAllistar, J. (2016). Curricular Change: Deepening Professional Community. *Transformative Dialogues*, 9(1).

Yeo, M., Lafave, M., Westbrook, K., McAllistar, J., Valdez, D., & Eubank, B. (accepted). Impact of Decoding Work within a Professional Program. *New Directions for Teaching and Learning*.

2015-16 Invited Presentations and Workshops

Bennett, C. (2015, Nov). *Framing Questions*. Pre-conference workshop presented at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Clayton, P. (2016, May). *Integrating Critical Reflection and Assessment to Generate, Deepen, and Document Learning*. Workshop presented at the Canadian Association of Community Service Learning Conference, Calgary, AB.

Clayton, P. & **Miller-Young, J.** (2016, May). *Revisioning SoTL for Community Service-Learning / Community Engagement*. Workshop presented at the Canadian Association of Community Service Learning Conference, Calgary, AB.

Clayton, P. (2016, May). *Continuing our own SoTL Journeys: Questions, Collaborators, and Next Steps*. Workshop presented at the Canadian Association of Community Service Learning Conference, Calgary, AB.

Dewar, J. (2015, Nov). *Evidence Matters: Designing your SoTL Study*. Pre-conference workshop presented at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Manarin, K. & MacMillan, M. (2015, Nov). *Undergraduate Research*. Pre-conference workshop presented at the annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

MacMillan, M. (2016, Jan). *Grounding Projects in Relevant Research on Teaching and Learning*. Workshop presented at the Taylor Institute for Teaching and Learning, University of Calgary.

MacMillan, M. (2016, July). *Teaching and Learning National Institute: Using Evidence for Improvement*. Five-day workshop co-sponsored by the National Institute for Learning Outcomes Assessment, presented at The Evergreen State College, Washington, USA.

Miller-Young, J. (2016, July). *New Frontiers in STEM Higher Education – What you should know and how to make a difference*. Invited talk at the Women in Physics Canada Conference, Saskatoon, SK.

Miller-Young, J. (2016, July). *Active Learning in STEM Higher Education: research vs. experience*. Invited talk at the Faculty of Engineering, University of Saskatchewan, Saskatoon, SK.

2015-16 Conference Presentations

(supported or partially supported by the Institute; presenters from MRU indicated in bold)

Anderson, C. & Johnston, M. (2015). *Full Circle: Cultivating The Link Between Theory, Practice, Teaching and Research*. Presented at the 6th annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Anderson, C. & Johnston, M. (2016). *Full Circle: Cultivating The Link Between Theory, Practice, Teaching and Research*. Presented at the Hawaii International Conference on Education, Honolulu, HI.

Chen, V., Kiceniuk, D., **Miller-Young, J.**, & Newton, G. (2016, June). *Effecting change through SoTL mentorship: a collaborative opportunity*. Workshop presented at the annual meeting of the Society for Teaching and Learning in Higher Education, London, ON.

Cool, R. (student), Mclsaac, K. (student), & Vaughan, N. (2016, May). *Professional Learning Plans*. Poster presented at the Summer Institute on Students as Partners in Learning & Teaching in HE, Hamilton, ON.

Currie, G., Lafave, M., Miller-Young, J., Yeo, M., & Zettel, S. (2016, May). *Decoding across Mount Royal University - teaching, curriculum and scholarship applications*. Roundtable presentation at the Mount Royal Faculty Association PD Days retreat, Kananaskis, AB.

Dean, Y., Gleeson, J., Lexier, R., Miller-Young, J., Rathburn, M., Underwood, M., Pettit, J., Calvert, V., & Clayton, P. (Indiana University-Purdue University Indianapolis) (2015, Nov). *Moving towards GSL Reciprocity through Faculty Self-Study*. Paper presented at the 15th annual meeting of the International Association for Research on Service-Learning and Community Engagement, Boston, MA.

Doetzel, N.A. (2015, November). *Synergizing heart/mind within education*. Presented at the 6th annual Symposium on Scholarship of Teaching and Learning, Banff, Alberta.

El-Hussein, M., & Kennedy, A. (2015, November). *Grounded theory and the conundrum of literature review*. Presented at the 6th annual Symposium on Scholarship of Teaching and Learning, Banff, Alberta.

Gallop, C., Guthrie, B., & Jackson, K. (student) (2015, Nov). *Comparing Service-Learning to Traditional Practica: The Impact on Professional Identity Development of Undergraduate Social Work Students*. Paper presented at the annual meeting of the International Association for Research on Service-Learning and Community Engagement, Boston, MA.

Gallop, C. (2016, May). *Experiential Learning and the Impact on Professional Identity Development of Undergraduate Social Work Students*. Presented at the Canadian Association of Community Service Learning Conference, Calgary, AB.

Goitom, M., Chalmers, D., & **Oliver, B.** (2015, November). *Reflexivity in The field: Preliminary results from a collaborative scholarship of teaching and learning study exploring the use of reflexive photography in field education*. Presented at 6th annual Symposium on Scholarship of Teaching and Learning, Banff, AB.

Goitom, M., **Oliver, B.**, & Chalmers, D. (2016, June 28). *Looking Out: Developing the critical self through the use reflexive photography in social work field education*. Presented at Joint World Conference on Social Work, Education and Social Development, Seoul, Korea.

Guglietti, M.V., Williams, A., Haney, S., & MacDonald, R. (2015, November). *A qualitative inquiry into journalism students' development of a professional identity: A discussion of students' anxieties, tensions, and embrace of high modernist ideals*. Presented at the 6th annual Symposium on Scholarship of Teaching and Learning, Banff, Canada.

Jaarsma, Ada S. (2016, June). *Philosophy and Post-Secular Science*. Paper presented at the Canadian Society for the Study of Religion, Calgary, AB.

Johnston, M. & Anderson, C. (2015, November). *Full circle: Cultivating the link between theory, practice, teaching and research*. Presented at the 6th annual Symposium on Scholarship of Teaching and Learning, Banff, Alberta.

Kostouros, P. (2016, March). *Depictions of suffering and trigger warnings*. Presentation at the International Journal of Arts and Science conference, Las Vegas, NV.

Kostouros, P. (2016, August). *Depicting suffering in teaching*. Presentation at the Child and Youth Care world conference. Vienna, Austria.

Kostouros, P., & Bennett, D. (2015, November). *Post-secondary student breathingroom TM experiences*. Presented at the 6th annual Symposium on Scholarship of Teaching and Learning, Banff, Alberta.

Lafave, M. & Valdez, D. (2016, May). *Introduction of Entrustable Professional Activities in an Athletic Therapy Curriculum*. Presented at CATA Annual Conference, Vancouver, BC.

Lafave, M., Yeo, M., Beijer, H., Valdez, D., Westbrook, K., McAllister, J., & Eubank, B. (2016, May). *Interim Report of Student Experiences with Competency-Based Education Athletic Therapy*. Presented at the CATA Annual Conference, Vancouver, BC.

Lexier, R., & Rathburn, M. (2015, November). *Investigating student learning: students as global citizens*. Presented at the 6th annual Symposium on Scholarship of Teaching and Learning, Banff, Alberta.

McCollum, B.M. (2015, November). *Exploring the role of instructional styles on learner experiences in a technology-enhanced classroom with open-educational resources*. Presented at the 6th annual Symposium on Scholarship of Teaching and Learning, Banff, Alberta.

- McCollum, B.** (2016, May). *Flipped for Reading*. Presentation at the Mount Royal Faculty Association PD Days retreat, Kananaskis, AB.
- Miller-Young, J., Clayton, P., & Felten, P.** (accepted). *Re-envisioning the Scholarship of Teaching and Learning in SLCE: Who, why, and how?* Presented at the 16th annual meeting of the International Association for Research on Service-Learning and Community Engagement, New Orleans, LA.
- O'Connor, K.** (2015, Oct). *Developing a sense of place: Engagement through school and community partnerships*. Presented at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Melbourne, AU.
- Seiple, L., Catena, R., Sherrow, T. & Kennedy, A.** (2015, November). *Evaluation of student nurse learning through the KidSim experience at the Alberta Children's Hospital*. Presented at the 6th annual Symposium on Scholarship of Teaching and Learning, Banff, Alberta.
- Sherrow, T., & Gilbertson, V.** (2015, November). *Exploring the student experience of learning in a flipped classroom*. Presented at the 6th annual Symposium on Scholarship of Teaching and Learning, Banff, Alberta.
- Sherrow, T.** (2016, May). *Exploring the Student Experience of Learning in a Flipped Classroom*. Presentation at the Mount Royal Faculty Association PD Days retreat, Kananaskis, AB.
- Sterenberg, G., & O'Connor, K.** (2015, November). *Bridging the theory-practice divide in professional programs: Experiences of an extended and integrated practicum*. Presented at the 6th annual Symposium on Scholarship of Teaching and Learning, Banff, Alberta.
- Stogre, T., Cool, R. (student), MacIsaac, K. (student), Vaughan, N.** (2016, May). *Professional Learning Plan: Digitally connected personal, classroom and field based learning experiences*. Poster presented at the McMaster Summer Institute on Students as Partners in Teaching and Learning in Higher Education, Hamilton, ON.
- Underwood, M., Pettit, J., Rathburn, M., Miller-Young, J., Lexier, R., Gleeson, J., Dean, Y., Calvert, V., & Clayton, P.** (2015, Nov). *Learning from faculty self-study: A case study from global service-learning*. Presented at the 6th annual Symposium on Scholarship of Teaching and Learning, Banff, AB.
- Wamucii, P.** (2016, June). *Storied Perspectives: To what extent do students identify with the concept of global citizenship?* Presented at the 12th International Conference of the International Society for Third-Sector Research, Stockholm, Sweden.
- Yeo, M. & Hewitt, S.** (2015, Oct). *Innovating pedagogy in a first-year science course*. Presented at the annual meeting of the International Society for the Scholarship of Teaching and Learning, Melbourne, AU.
- Meadows, K., **Miller-Young, J., & Roderick, C.** (2016, June). *Supporting your Scholarship of Teaching and Learning Writing*. Workshop presented at the annual meeting of the Society for Teaching and Learning in Higher Education, London, ON.
- Williams, A., Haney, S., & Guglietti, V.** (2016, July). *Communicating the ethics of professional journalism: Deconstructing student journalists' episodic narratives*. Presented at the International Association for Media and Communication Research conference, Leicester, UK.
- Yeo, M., & Hewitt, S.** (2015, May). *Concept Maps in a Flipped First Year Course*. Presented at UBCO Annual Learning Conference, Kelowna, BC.
- Yeo, M., Manarin, K., & Miller-Young, J.** (2015, November). *Phenomenology of surprise in SoTL*. Presented at the 6th annual Symposium on Scholarship of Teaching and Learning, Banff, Alberta.

Looking Ahead

It has been a pleasure putting together this annual report, reflecting on the achievements and positive changes we've made over the past year, and looking forward to interesting results coming in from some of the long term projects the Institute is currently supporting. In particular, organizing the report by micro/meso/macro/mega levels helps to show the breadth and reach of the Institute's work. Thanks to our donors, we have been able to build capacity at the micro level through the Nexen Scholars Program, which also creates 'meso' connections between faculty across the Institution. The momentum this Program has built has enabled us to do 'macro' and 'mega' level work, supported by the TransCanada donation, such as the annual Forum, the collaborative research program, and the upcoming 2017 conference of the International Society for the Scholarship of Teaching and Learning. Now that the Nexen Scholars Program is in its last year and several collaborative projects have now been completed, this next year will be an opportunity to do some re-visioning for the Institute, developing new ways to support SoTL, creating connections and communicating across the levels, and ultimately improving our understanding of teaching and learning.

Further, as outgoing Director, I hope that my leaving will give MRU an opportunity to think through how the Institute is situated organizationally. If the Institute is to support Mount Royal's academic plan to be innovators in teaching, it should operate as both a 'SoTL professional development provider' and a research centre which supports research on strategic topics which are in alignment with Mount Royal's priorities. There will always be a need to support for faculty who want to 'dabble' in SoTL when they are trying something innovative in their classes, and there would be great efficiencies and synergies created by offering the professional development piece in partnership with the Academic Development Centre, if resources were available. As we grow in research capacity, some SoTL-active faculty may qualify for larger external grants, however it is not realistic to rely on this as a core source of funding for the Institute.

Thus, the Institute's future is highly dependent on the fundraising support it receives from Mount Royal. While the MRU Strategic Plan lists "fundraising with intention" and "acquiring endowment funds for the Institute" as strategies, this has yet to be realized. New funding will be critical, since the Institute currently has two years' worth of funding left under its current structure. Possible donor opportunities include a Student Partners in Teaching and Learning Program, a research program on Innovating with Technology-Enabled Learning or High Impact Practices, a Centre for Professional Practice Education, a named Research Chair and/or Visiting Scholars Program, named spaces in the new library, and a named endowment. Any one of these have the potential to make great contributions to understanding and improving student learning in higher education and are aligned with Mount Royal's vision for an exceptional undergraduate educational experience. Please contact the Institute or MRU's Development and Alumni Relations Office if you are interested in finding out more about these donor opportunities.

<https://mtroyal.ca/AboutMountRoyal/GivingMountRoyal/index.htm>

Scholarship of Teaching and Learning is important for our students' success. I am confident that the capacity and momentum of our SoTL-active faculty members will make SoTL a continuing success at MRU, to the benefit of our students. I look forward to seeing what happens next!

Sincerely,



Janice Miller-Young

Institute Staff

Dr. Janice Miller-Young, Associate Professor and Academic Director

Anne Johnston, Administrative Co-ordinator

Associates

Margy MacMillan, Outreach Co-ordinator

Karen Manarin, English and General Education: Research Associate, Writing Consultant, and Nexen Scholars Program Co-facilitator

Deb Bennett, General Education, and **Michelle Yeo**, Academic Development Centre: Nexen Scholars Program Co-facilitators

2015 Symposium Organizing Committee

Margy MacMillan, Library

Melanie Rathburn, General Education/Biology

2016 Symposium Organizing Committee

Margy MacMillan, Library

Karen Manarin, General Education/English

Brett McCollum, Chemistry

SoTL Grant Review Committee

Jennifer Boman (Academic Development Centre)

Margy MacMillan, Library



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