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Dr. Janice Miller-Young

It has been a rewarding first year for me as Director of the Institute for Scholarship of Teaching and Learning. I’ve had the opportunity to work with inspiring colleagues in the Nexen Scholars Program, provide new research support with the TransCanada Collaborative SoTL Inquiry Grants, and meet and connect scholars from across Canada through our own Symposium and other conferences and networks. What has struck me most is the inseparable connection between research and teaching in SoTL work – even scholars who engage with the Institute primarily to learn new research skills end up talking about surprising findings and profound changes to their teaching. It is energizing to be part of such a constructive and broadening community and I am proud to be able to contribute to Mount Royal’s continued commitment to excellence in teaching and learning.
The Institute for Scholarship of Teaching and Learning (I-SoTL) seeks to encourage, facilitate and support engagement in teaching-learning related scholarship, and to advance the existing body of research in this area by fostering new scholars, cultivating communities of practice, encouraging interdisciplinary and inter-institutional collaboration, and assuming leadership roles in building the profile and advancing the field of Scholarship of Teaching and Learning regionally, nationally and internationally.

The Institute supports systematic, evidence-based study of teaching and learning which is:

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

Founded in 2008, the Institute co-ordinates and sponsors a growing range of programs and initiatives including research and dissemination grants, conferences and events, community outreach, writing residencies, and a faculty research development program. This work is supported through two donations, one for the Nexen Scholars Program ($1,000,000 over 5 years beginning in fiscal 2012/2013) and the other for the TransCanada Collaborative Research Program and TransCanada International Forum on Scholarship of Teaching and Learning ($925 000 over 5 years beginning in fiscal 2013/2014).
Investigating the connections between technology, student perceptions, and student learning

Brett McCollum, Chemistry, 2013 Nexen Scholar

When it came to comparing the iPad with more traditional visualization tools in chemistry, Dr. Brett McCollum was most surprised at how many learners switched their preferred technology based on the learning environment. He was invited to present his research at the Biennial Conference on Chemical Education in Allendale, Michigan, in August 2014 and his student research assistants won second place in the Chemical Education Division poster competition at the Canadian Society for Chemistry Conference in June. Now collaborating with faculty in the US on interactive electronic textbooks which incorporate manipulable molecular representations, McCollum plans to deploy the first modules at MRU in the coming academic year.

Communities of Practice: Students’ experiences within an introductory education course,

Gladys Sterenberg, Education and Schooling, 2013 Nexen Scholar

In these overlapping research projects, education professors Dr. Sterenberg and Dr. O’Connor sought to understand how communities of practice and critical friends can contribute to teacher candidate professional learning and identity. For these studies they were interested in the first and second year of Mount Royal’s innovative new education program which places students in schools starting in their first year, but their studies are now informing the design and implementation of more integrative practicum experiences in the third and fourth years, and helping to position MRU in an international context of research for teacher education. Their lead research assistant, second-year student Ranee Drader, has served as Vice President External for the Education Undergraduate Society and is working towards a double minor in both Science and Humanities education.
• Social work students’ and faculty’s experiences of an innovative model designed to help students link theory to practice, *Carolyn Anderson and Meaghen Johnston*, Social Work and Disability Studies (a collaborative project in first and second year practicum courses)
• Reflexivity in the Field: Becoming Critical Social Work Practitioners, *Brent Oliver*, Social Work and Disability Studies (in collaboration with colleagues at York University and University of Regina)
• What Happens for Students when they use a Pedagogical Analogical Model (an Idea Model) While Learning to Come up with Ideas?, *Alex Bruton*, Entrepreneurship
• Impact of the Flipped Classroom in a Research for Health and Community Study course, *Tammy Sherrow*, School of Nursing and Midwifery
• To what extent do students identify with the concept of global citizenship, *Priscilla Wamucii*, General Education
We have long acknowledged the need for evidence to support the teaching methods used in the education of health and human service professionals. The need is even greater when professors are piloting new teaching methods and strategies, as they need feedback to support their changes and observations. The Nexen Scholars Program provides the kind of support that our faculty need and that results in world-class pedagogy being used in our programs.

- Chad London, Dean, Faculty of Health and Community Studies


Going Further in SoTL: Community of Practice

This is a group of scholars, many of whom have completed the Nexen Program, who met regularly in 2013-14 to continue to support each other in their ongoing SoTL research. The group was co-facilitated by Michelle Yeo and Janice Miller-Young. The group read articles together, discussed research approaches and learning theories, and talked about strategies for developing a line of research, carving out time for scholarship and writing, etc. The group met approximately monthly and is continuing in 2014-15.

Miriam Carey (2009 Nexen Scholar), Cathy Carter-Snell (Faculty of Health and Community Studies), Sally Haney (2012), Margy MacMillan (2012), April McGrath (2012), Janice Miller-Young (2009), Melanie Rathburn (2010), Michelle Yeo (Academic Development Centre)
Transforming our Learning Experiences through the Scholarship of Teaching and Learning - a one day pre-conference workshop

We designed and presented this full-day, pre-conference workshop to support participants in designing and/or refining a scholarly investigation of student learning in their class, from developing or refining a research question, through ethical considerations, methods, data analysis, and dissemination. The day was packed with a combination of plenary presentations and small group activities and was attended by 18 faculty members from across Canada.

We would like to acknowledge SoTL Canada (a Special Interest Group of STLHE), of which the presenters are members, for encouraging us to develop this workshop.

Presenters:
Karen Manarin, Janice Miller-Young, Deb Bennett (2009 Nexen Scholars)
The Institute co-ordinated and hosted our fourth annual Symposium in November 2013 in Banff, Alberta. This conference primarily attracts scholars from Western Canada as well as a handful of national and international scholars. This gathering of teacher/scholars is a “practitioners conference” dedicated to

- developing individual and collaborative teaching and learning scholarship,
- sharing nascent data and emergent research,
- disseminating completed research projects,
- building an extended scholarly community.

The keynote presentations at the Symposium are organized to include a mix of leaders in the field and also to feature regional SoTL scholars and projects.

**Keynote 1:**
SoTL Achievements and Next Frontiers

**Keynote 2:**
SoTL in Canada

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**Dr. Nancy Chick**
Assistant Director, Center for Teaching,
Vanderbilt University

**Dr. Lynn Taylor**
Vice-Provost (Teaching and Learning)
UofC

**Dr. Gary Poole**
Sr. Scholar, Centre for Health Education Scholarship, UBC
I first learned of the Institute when one of Selkirk College’s Learning Fellows attended the Mount Royal Symposium. She was so impressed with the quality of conversation and the applicability of what she learned at the Symposium that the next year we returned with six budding scholars!

– Theresa Southam, Coordinator, Teaching and Learning Institute, Selkirk College

The Institute co-ordinates semi-monthly research presentations at MRU entitled the “SoTL Exchange”. The following presentations were hosted this past year:

- **SoTL at MRU: What’s next?**, Janice Miller-Young, Oct 2013
- **Developing a SoTL Research Question**, Margy MacMillan, April McGrath, Janice Miller-Young, Melanie Rathburn, Glen Ryland, Nov 2013
- **Phenomenography – A Research method with a (focus on) difference**, Victoria Guglietti and Margy MacMillan, Jan 2014
- **Finding the sweet spot: ePortfolios connecting personal, classroom, and field-based learning experiences**, Cathy Li, Brooke Ruskin, and Norm Vaughan (Education), March 2014
- **SoTL and the Humanities: Impasse or Possibility?**, Kit Dobson (English), Ada Jaarsma (Philosophy), and Kyle Kinaschuk (English major, Philosophy minor), April 2014
Contributing to the Field

Leadership in SoTL

As evidence of the capacity that the Nexen Scholars Program has built in its first 5 years, several Nexen Scholars are starting to take on leadership positions in the field:

- **Janice Miller-Young** (2009 Nexen Scholar)
  Director of I-SoTL (appointed July 2013),
  Associate Editor, Canadian Journal for Scholarship of Teaching and Learning (CJSoTL), 2014-17,
  Chair, SoTL Canada (A Special Interest Group of the Society for Teaching and Learning in Higher Education), 2014-16

- **Karen Manarin** (2009 Nexen Scholar)
  Regional Vice President, International Society for SoTL (ISSoTL), 2014-17

- **Miriam Carey** (2009 Nexen Scholar)
  Associate Editor, CJSoTL, 2014-17

- **Margy MacMillan** (2012 Nexen Scholar)
  Advisory Board Member, ISSoTL

TransCanada Collaborative SoTL Inquiry Grants

While the Nexen Scholars Program is a research development program that supports relatively small research projects, our new donation from TransCanada has allowed I-SoTL to begin to support much larger projects. These grants are designated for collaborative teaching and learning inquiry projects which go beyond an inquiry about teaching and learning in a single class, and which have the potential to both improve teaching and learning and to advance the field. These grants generated much interest in 2013-14, the first year they were offered. In Fall 2013 we announced the new grants and awarded one; in Winter 2014 we received 7 applications and were able to award 2.

**Undergraduate Research: A Scaffolded Approach**
Karen Manarin, English; Miriam Carey, General Education, April McGrath, Psychology

**MRU journalism students’ definition and identification of a professional identity**
Amanda Williams, Maria Victoria Guglietti, Ron MacDonald, Sally Haney, Journalism

**Dissonant Methods: SoTL and the Humanities**
Ada Jaarsma (Philosophy), Kit Dobson (English), Kyle Kinaschuck (major: English; minor: Philosophy)
The Institute also sponsors an annual Forum on Scholarship of Teaching and Learning in May. This event is designed to foster discussion and research on strategic areas which are aligned with Mount Royal’s institutional teaching priorities and/or important areas of research in the broader field. Topics have ranged from institutional leadership to the role of students as co-researchers.

In 2014 we had 39 attendees from Mount Royal including faculty, staff and Deans, as well as attendees from Medicine Hat College, Bow Valley College, University College of Alberta, Thompson Rivers University, Selkirk College, and University of Alberta, Augustana. The keynote speaker was Dr. Mick Healey, a UK higher education consultant and researcher active in the field of SoTL, and an experienced presenter and an expert on research-based teaching. The day also included presentations from some of Mount Royal’s own SoTL scholars and their students (shown at left: Miriam Carey, Karen Manarin, Brett McCollum, Mick Healey, Janice Miller-Young, Ana Sepulveda, Yuritzel Moreno).

### Undergraduate Research and Inquiry for Student Learning

#### TransCanada International Forum on Scholarship of Teaching and Learning at Mount Royal University

20 May 2014

**Featuring Dr. Mick Healey, Higher Education Consultant and Researcher, UK.**

**Mick Healey** is an HE Consultant and Researcher and Emeritus Professor at the University of Gloucestershire, UK. Mick is an experienced presenter. Since 1995 he has given over 500 educational presentations in 18 different countries. He has written and edited over 150 papers, chapters, books and guides on various aspects of teaching and learning in HE and is often asked to act as an advisor to projects, universities and governments on aspects of teaching and learning. For example, in 2003 he advised the Canadian Federal Government on Research, Teaching and Learning in post-Secondary Education. He has given invited presentations at 15 Canadian Universities.

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00-11:00</td>
<td><strong>Keynote:</strong> Engaging undergraduate students in discipline-based research and inquiry and in the scholarship of teaching and learning presented by Dr. Mick Healey</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td><strong>Panel presentation:</strong> Benefits and barriers in engaging students in research and inquiry: lessons from SoTL Drs. Miriam Carey, Karen Manarin, and Brett McCollum, and students Celine Bashir, Yuritzel Moreno, Ana Sepulveda, and Kathryn Shalley.</td>
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<tr>
<td>12:00-1:00</td>
<td><strong>Buffet Lunch (included with registration)</strong></td>
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<tr>
<td>1:00-1:30</td>
<td><strong>Presentation:</strong> Exploring the dynamics of directed studies courses: student, instructor and administrator perspectives Dr. Janet Wessellius, Associate Dean of Teaching, University of Alberta at Augustana</td>
</tr>
<tr>
<td>1:45-3:15</td>
<td><strong>Issues in Engaging Undergraduate Students in Research and Inquiry for Student Learning:</strong> A Liquid Café (where attendees will be able to discuss key topics informally) Facilitator: Dr. Mick Healey</td>
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Community Service Learning

Dr. Patti Clayton, consultant, author, and Senior Scholar on Community Service Learning (CSL) visited Mount Royal for two days in January to facilitate discussions and a workshop about teaching and research on the CSL pedagogy. The first day she met with various faculty, and also gave an open talk, “Engaging with the World Now: As Real as it Gets” which was attended by participants from the Faculties of Arts, Teaching and Learning, Health and Community Studies, and Bissett School of Business, plus our MRFA President and AVP Academic.

On the second day, Dr. Clayton delivered an all-day workshop, “Inquiring into Student Learning in CSL” which was attended by faculty members from Arts, Teaching and Learning, Health and Community Studies, and Bissett School of Business, some of whom were interested in learning about teaching CSL courses, and some of whom were interested in developing a SoTL research project.

Inquiring into Student Learning in Community Service-Learning (CSL)

Facilitated by practitioner-scholar Patti H. Clayton, who served as lead editor for and contributing author to the A-volune set Research on Service-Learning: Conceptual Frameworks and Assessment, this highly interactive workshop has as its primary goal to support participants in designing or refining approaches to investigating student learning in CSL. Toward this end, we will:

- identify questions related to learning outcomes and processes of interest to participants
- discuss theoretical/conceptual frameworks that can inform a precise conceptualization of learning in CSL
- examine methods that have been and could be used in inquiring into learning outcomes and processes in CSL, with a particular focus on critical reflection
- explore possibilities for collaborating with community members and students in CSL SoTL

**Patti Clayton, PhD**
http://curriculaengagement.com

**Thurs Jan 30, 2014**
8:30 – 4:30 am
EC 1060

Lunch provided.
Registration and all-day attendance is required.
Register online at: www.mtroyal.ca/isl
or contact: etankie@mtroyal.ca, 403-440-6342

Engaging with the World, Now: As Real as it Gets

**Patti H. Clayton, PhD**
Consultant & Practitioner-Scholar
Senior Scholar, IUPUI & UNCG
http://curriculaengagement.com

**Wednesday, January 29, 2014**
4:00-5:00 pm
EC 1060
Everyone welcome.

Patti has worked closely with students, faculty/staff, and community members for almost 15 years to develop strong models for service-learning as democratic engagement—in which all partners co-create the process. Such an orientation enables leadership and agency in the context of a “shared developmental journey,” here and now—an explicit alternative to viewing education as preparation for the so-called “real world.” Patti will share related theory and research as well as compelling stories and will invite us to critique local examples through this lens and identify desired enhancements to our practice.

Sponsored by
The Institute for Scholarship of Teaching and Learning
for additional information visit
blogs.mtroyal.ca/isl
or
contact the Institute at isl@mtroyal.ca
Global Service Learning Collaborative Studies

**Faculty Learning in Community Service Learning** (above)
Yasmin Dean (Social Work), Victoria Calvert (Business), Judy Gleeson (Nursing), Roberta Lexier (General Education), Janice Miller-Young (Institute), Melanie Rathburn (Biology), Margot Underwood (Nursing), Patti Clayton (Purdue)

**Investigating Student Learning in an International, Collaborative Experience**
Melanie Rathburn (Biology), Roberta Lexier (General Education)

“Service learning has gained prominence in higher education as a high-impact educational practice and as an active learning strategy that provides both a rich set of potential learning outcomes and opportunities for educators to explore teaching and learning in ways that have implications for all pedagogies…

Investigation into the processes and outcomes of service learning can improve instructional design, enhance abilities, and increase confidence among teachers and learners alike.”

— Bringle, Clayton and Hatcher, 2013
To more systematically assess its own work, the Institute has engaged in a research project on the impact of the Nexen Scholars Program from 2009-2013, in collaboration with a national “SoTL in Canada: Institutional Impact” project. In particular, we are interested in whether it has helped faculty meet their own goals for participation, as well as how the Program has influenced their teaching and scholarly activities. Survey and interview data collection was conducted in January-May 2014 and preliminary findings are shown at below.
A new focus of 2013-14 has been developing more resources for emerging scholars in this field. This has resulted in the following ongoing projects:

**Determining the Key Authors in the Scholarship of Teaching and Learning**
Margy MacMillan

**Conceptualizing and Communicating SoTL: a Framework for the Field**
Janice Miller-Young and Michelle Yeo

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**Nexen Scholars’ publications**

2013-14 presentations

- Bennett, D. Facilitator for Selkirk College's Teaching Research Workshop (February 2014)
- Bennett, D., and Hewlitt, M. Teachers into Learners: How our Students Taught us During our Exploration into Student Learning. Society for Teaching and Learning in Higher Education, Queen's University, June 2014.
- Boman, J., Currie, G., MacDonald, R., Miller-Young, J., Yeo, M., Zettel, S. (accepted) Decoding the Disciplines Across the Globe: Adapting a SoTL Paradigm to Different Institutional Cultures, International Society for the Scholarship of Teaching and Learning, Laval University, October 2014, panel presentation with Gallaudet University and Bielefeld University, chaired by David Pace.
- Linkon, S., MacMillan, M., Miller-Young, J., Moore, J. (accepted) Crossing thresholds across the curriculum, International Society for the Scholarship of Teaching and Learning, Laval University, October 2014 (panel presentation).
- Miller-Young, J. The SoTL Spectrum – Examples, experience and insights from Mount Royal University, SAIT Polytechnic Showcase, May 2014 (invited presentation).
- Miller-Young, J., Yeo, M., Manarin, K., and Carey, M. SoTL2: The impact of the Nexen Scholars Program at Mount Royal University, Canadian Society for the Study of Higher Education, Brock University, May 2014.
- Miller-Young, J., Yeo, M., Manarin, K., Carey, M. The Scholarship of Teaching and Learning: Transforming Institutions Coast to Coast, Society for Teaching and Learning in Higher Education (panel presentation with UBC, McMaster, and UNB), Queens University, June 2014.
- Simmons, N., Poole, G., and Miller-Young, J. SoTL in Canada: Where Have We Been and Where are We Going?, Society for Teaching and Learning in Higher Education, Queens University, June 2014 (invited panel presentation).
About Us

Staff

Director: ........................................ Janice Miller-Young
Administrative Co-ordinator:....... Anne Johnston

Associates

Nexen Scholars Program Co-ordinator (Winter 2014): ......................... Deb Bennett, General Education
Nexen Scholars Program Writing Residency Facilitator (Summer 2013):...... Karen Manarin, English and General Education
Community of Practice Co-Facilitator (2013-14):.................................. Michelle Yeo, Academic Development Centre
Nexen Program Co-Facilitator (2014 cohort):.............................................. April McGrath, Psychology

2013-14 Institute committees
(chaired by the Director)

Advisory Committee
Alex Bruton......................... Bissett School of Business
Miriam Carey.......................... Academic Development Centre
Margy MacMillan .................. Library
Karen Manarin........................ English & General Education
April McGrath........................ Psychology
Tracy O’Connor........................ Faculty of Science
Michelle Yeo........................ Academic Development Centre

SoTL Scholarship Review Committee
Jennifer Boman......................... Academic Development Centre
Margy MacMillan .................. Library

2014 Symposium Planning Committee
Brett McCollum .................... Chemistry (Co-chair)
Margy MacMillan .................. Library (Communications manager)
Heather Nelson ....................... General Education (Papers review manager)

Additional thanks go to Vanessa Benavides, Information Design student, who developed communication materials for various events in 2014.
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