Enhancing Scholarship of Teaching and Learning through a national journal – challenges and possibilities

Elmgren, Maja; Larsson, Maria; Sonesson, Anders; Fjellström, Mona

2015

Link to publication

Citation for published version (APA):

General rights
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

Take down policy
If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.
## EuroSoTL Programme
**June 7th – 9th 2015, University College Cork, Cork, Ireland**

### SUNDAY JUNE 7th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>15h 30 – 16h 00</td>
<td>Registration (North Wing, Main Quadrangle, UCC Main Campus)</td>
</tr>
</tbody>
</table>
| 16h 00 – 18h 00 | Pre-conference workshops (North Wing, Main Quadrangle, UCC Main Campus)  
1: Professor David Pace “Using Decoding the Disciplines to Ease Students Through Key Transitions”  
2: Dr Katarina Mårtensson, Dr Bettie Higgs and Dr Torgny Roxå “The Scholarship of Teaching and Learning - an introductory workshop” |
| 18h 30 – 20h 00 | Registration and Welcome Reception (North Wing, Main Quadrangle, UCC Main Campus)  
Launch of National Network for the Integration of Research, Teaching and Learning (North Wing, Main Quadrangle, UCC Main Campus) |

### MONDAY JUNE 8th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>08h 45 - 09h 15</td>
<td>Registration (Foyer of Western Gateway Building)</td>
</tr>
<tr>
<td>09h 15 - 09h 30</td>
<td>Welcome and Opening Address (Room G05)</td>
</tr>
<tr>
<td>09h 30 - 10h 30</td>
<td><strong>Keynote 1: Professor Veronica Bamber</strong> “Making the most of SoTL to support students in the transition from undergraduate to postgraduate study” (Room G05)</td>
</tr>
<tr>
<td>10h 30 - 11h 00</td>
<td>Coffee break &amp; Poster Session (Foyer of Western Gateway Building)</td>
</tr>
</tbody>
</table>
| 11h 00 – 13h 00 | **PARALLEL SESSIONS**  
11h 00 - 13h 00  
**ININVOLVING STUDENTS IN SoTL**  
Beth Marquis  
Developing student-staff partnerships through a SoTL 'student scholars' program  
Colin Bryson  
Students as partners in SOTL: processes, problems and progress  
Catherine McConnell  
Engaging students in research and scholarship  
Christie Harner  
Teaching English in the Sciences, and then Writing Policy About It  
Adeline Cooney  
Learning about writing and plagiarism through Turnitin®: Student perspectives  
Kirsten Hardie  
How can HE Teaching Fellowship Schemes inspire, support and celebrate Scholarship in Learning and Teaching?  
Amanda Platt  
Exploring the relationship between engagement with SoTL and the culture around learning and teaching  
Maja Elmgren  
Scaffolding a community of scholarly practice  
Cath Fraser  
What makes inter-institutional collaborations work? A “how-to” resource from higher education in New Zealand  
Rie Troelsen  
Teachers’ view on SoTL: how to become a professional teacher  |
<p>| 13h 00 - 14h 00 | Lunch: (Foyer of Western Gateway Building)                                                                                                                                 |
| 13h 15 - 14h 00 | Lunchtime Workshop: Dr Ken Marsden “Unlock your creative potential” (Room G08)                                                                 |
| 13h 15 - 14h 00 | Round Table: Prof Sarah Moore “Professional Development Frameworks” (Room G04)                                                                 |</p>
<table>
<thead>
<tr>
<th>PARALLEL SESSIONS</th>
<th>Session 6 (Room G02)</th>
<th>Session 7 (Room G14)</th>
<th>Session 8 (Room G04)</th>
<th>Session 9 (Room G05)</th>
<th>Session 10 (Room G08)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NATIONAL INITIATIVES IN SoTL</td>
<td>NATIONAL INITIATIVES IN SoTL</td>
<td>ENGAGING TEACHING ASSISTANTS IN SoTL</td>
<td>SoTL SUPPORTING INTERDISCIPLINARY WORK</td>
<td>SoTL SUPPORTING INTERDISCIPLINARY WORK</td>
<td>SoTL SUPPORTING INTERDISCIPLINARY WORK</td>
</tr>
<tr>
<td>Laura Ritchie</td>
<td>Laura Ritchie</td>
<td>Pia Scherrer</td>
<td>Kerry Bissaker</td>
<td>Pechka Kucha / Lightning papers</td>
<td>Torgny Roxå &amp; Katarina Mårtensson</td>
</tr>
<tr>
<td>SoTL and the New and Improved-Different and Distinct Learning and Teaching</td>
<td>SoTL and the New and Improved-Different and Distinct Learning and Teaching</td>
<td>Getting beyond ‘good ideas’ for teaching: integrating teaching research projects in the training program for doctoral teaching assistants at ETH Zurich</td>
<td>Learning from one another: school teachers and academic partnerships in generating interdisciplinary STEM curriculum</td>
<td>SoTL as a lever for cultural change in higher education organisations</td>
<td>SoTL as a lever for cultural change in higher education organisations</td>
</tr>
<tr>
<td>Maria Larsson</td>
<td>Maria Larsson</td>
<td>Kathleen Horgan</td>
<td>Kris Knorr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhancing Scholarship of Teaching and Learning through a national journal – challenges and possibilities</td>
<td>Enhancing Scholarship of Teaching and Learning through a national journal – challenges and possibilities</td>
<td>A Longitudinal Analysis of the Beliefs about Learning and Teaching of Undergraduate and Postgraduate Student Teachers</td>
<td>Institutional teaching and learning research directions: Contributions from the community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stefan Palsson</td>
<td>Stefan Palsson</td>
<td>Pernille Maj Svendren</td>
<td>Brien Nolan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Leadership for Teaching Excellence - fifteen years of development</td>
<td>Academic Leadership for Teaching Excellence - fifteen years of development</td>
<td>Designing professional development for TAs - a scholarly approach</td>
<td>3U NStep: building a community of practice in STEM educational research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nicholas Freestone</td>
<td>Nicholas Freestone</td>
<td>Arshad Ahmad</td>
<td>Peter Draper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Developmental Shift in Retention of Content from Digital and Paper Sources?</td>
<td>A Developmental Shift in Retention of Content from Digital and Paper Sources?</td>
<td>Interdisciplinary Research on Teaching Philosophy Statements from a Learning Perspective</td>
<td>Innovation and leadership in interdisciplinary context: the findings of a qualitative study</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| 15h 30 - 16h 00 | Coffee break &amp; Poster Session (Foyer of Western Gateway Building) |
| 16h 00 - 17h 00 | Keynote 2: Professor Kathy Takayama “Cultivating learning cultures: Reflective habits of mind and the value of uncertainty” (Room G05) |
| 17h 00 - 18h 00 | Special Interest Group Meetings |
| 19h 00 | Conference dinner in Devere Hall, UCC Main Campus |</p>
<table>
<thead>
<tr>
<th>Session 11 (Room G02)</th>
<th>Session 12 (Room G14)</th>
<th>Session 13 (Room G04)</th>
<th>Session 14 (Room G15)</th>
<th>Session 15 (Room G08)</th>
<th>Session 16 (Room G05)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NATIONAL INITIATIVES IN SoTL</strong></td>
<td><strong>SoTL SUPPORTING INTERDISCIPLINARY WORK</strong></td>
<td><strong>IMPACT of SoTL ON EMPLOYABILITY</strong></td>
<td><strong>SoTL AS A BRIDGE</strong></td>
<td><strong>PANEL DISCUSSION</strong></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td>Anne O’Keeffe</td>
<td>Catherine Sweeney</td>
<td>Aysha Divan</td>
<td>Peter D’Sena</td>
<td><strong>Keynote 3: Professor Joelle Fanghanel</strong> “Defining SoTL – Still a challenge after twenty-five years” (Room G05)</td>
<td><strong>See following pages for titles and presenters</strong></td>
</tr>
<tr>
<td>Transition from Second Level and Further Education to Third Level: insights from a qualitative study</td>
<td>Using SoTL to Explore Learning in an Interdisciplinary Palliative Care Role-play</td>
<td>Supporting the transition of postgraduates into employment or higher-level study: are our programmes fit for purpose?</td>
<td>Conceptualising and Realising Civic Engagement in a post-1992 UK University: a case study</td>
<td><strong>Panel Discussion</strong></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td>Donna Alexander</td>
<td>Dympna Casey</td>
<td>Geraldine Duignan</td>
<td>Trudi Cooper</td>
<td><strong>SoTL SUPPORTING INTERDISCIPLINARY WORK</strong></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td>Transitions &quot;In&quot;, &quot;Through&quot;, and &quot;Out&quot;: a compilation and analysis of the Scholarship of Teaching for Transitions, 2000-2015</td>
<td>Student experiences of sin values-based digital technology to enhance and evaluate inter-professional education</td>
<td>Engaging the Workplace in the Classroom: Aspiring Towards Authenticity</td>
<td>Holistic university education and discourses on curriculum</td>
<td><strong>SoTL SUPPORTING INTERDISCIPLINARY WORK</strong></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td>Phil O’Leary</td>
<td>Carol Wakeford</td>
<td>Julie Dunne</td>
<td>Sandra Moffett</td>
<td><strong>SoTL SUPPORTING INTERDISCIPLINARY WORK</strong></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td>Structures and Supports for Learners in the Recognition of Prior Learning</td>
<td>Student projects with the 'E' factor</td>
<td>Empowering students to articulate Graduate Attributes through Participatory Action Research</td>
<td>TIME – Technology Inspired Minors Engagement</td>
<td><strong>SoTL SUPPORTING INTERDISCIPLINARY WORK</strong></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td>Sara O’Sullivan</td>
<td>Beth Marquis</td>
<td>Christine van Vliet</td>
<td>Caroline Molloy</td>
<td><strong>SoTL SUPPORTING INTERDISCIPLINARY WORK</strong></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td>A systematic review mapping Irish SoTL research (1990-2015)</td>
<td>Using SoTL to develop and refine an interdisciplinary global justice inquiry course</td>
<td>Using the SoTL framework to teach teamwork</td>
<td>What Colour is Sacred: exploring a teaching pedagogy that encourages cross-cultural learning</td>
<td><strong>SoTL SUPPORTING INTERDISCIPLINARY WORK</strong></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
</tbody>
</table>

---

### TUESDAY JUNE 9th

**09h 00 - 09h 40**

**Keynote 3: Professor Joelle Fanghanel** “Defining SoTL – Still a challenge after twenty-five years” (Room G05)

---

**09h 40 - 11h 10**

**PARALLEL SESSIONS 09h 40 - 11h 10**

<table>
<thead>
<tr>
<th>Session 17 (Room G02)</th>
<th>Session 18 (Room G14)</th>
<th>Session 19 (Room G04)</th>
<th>Session 20 (Room G08)</th>
<th>Session 21 (Room G05)</th>
<th>Symposium (Room G15)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BUILDING DIGITAL LITERACY</strong></td>
<td><strong>INFORMING KEY TRANSITIONS</strong></td>
<td><strong>BUILDING DIGITAL LITERACY</strong></td>
<td><strong>PANEL DISCUSSIONS</strong></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
<td><strong>Post-graduate student challenges in teaching in Higher Education</strong></td>
</tr>
<tr>
<td>Catherine Hennessy</td>
<td>Kathy Nomme</td>
<td>Elaine Riordan</td>
<td>Susan Smith</td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
<td><strong>See Attached for titles and presenters</strong></td>
</tr>
<tr>
<td>Can Twitter be Used to Enhance Student Engagement and Learning of Neuroanatomy in Medical Education?</td>
<td>Investigating the Impact of an Inquiry-based Laboratory Course in First-Year University</td>
<td>Enhancing the quality of teaching and learning through online communication tools: Reflective practice and digital literacy</td>
<td>Developing a writing group for academic staff writing about the scholarship of teaching and learning (11.30-12.15)</td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
<td><strong>See Attached for titles and presenters</strong></td>
</tr>
<tr>
<td>Maria Meehan</td>
<td>Teresa Redmond</td>
<td>Patrick Henn</td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td>Patterns of student engagement with a variety of learning resources in a large first year mathematics module</td>
<td>Teaching and learning interventions in a first year Biology course</td>
<td>Technology Enhanced Learning: The use of first person perspective video recording to improve medical student training in procedural skills</td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td>Dominique Verpoorten</td>
<td>Nuala Curley</td>
<td>Karen Smith</td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td>Rather a blog than a word: building teachers’ digital literacy through the experience of a fully online course</td>
<td>Collecting and analysing qualitative data on mathematical difficulties experienced by students attending a maths support centre in Ireland</td>
<td>Assigning Learning Activities – does sequence matter?</td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td>Marie Leijon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td>&quot;The Media Workshop&quot; - Designing a Sustainable Organisation for a Digital Learning Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
</tbody>
</table>

---

**11h 10 - 11h 30**

Coffee break & Poster Session (Foyer of Western Gateway Building)

---

**11h 30 - 13h 00**

**PARALLEL SESSIONS 11h 30 - 13h 00**

<table>
<thead>
<tr>
<th>Session 22 (Room G02)</th>
<th>Session 23 (Room G14)</th>
<th>Session 24 (Room G04)</th>
<th>Session 25 (Room G15)</th>
<th>Session 26 (Room G08)</th>
<th>Session 27 (Room G05)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TECHNOLOGY IN TEACHING AND LEARNING</strong></td>
<td><strong>INFORMING KEY TRANSITIONS</strong></td>
<td><strong>TECHNOLOGY IN TEACHING AND LEARNING</strong></td>
<td><strong>PANEL DISCUSSIONS</strong></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
<td><strong>Post-graduate student challenges in teaching in Higher Education</strong></td>
</tr>
<tr>
<td>Dilly Fung</td>
<td>Kathy Nomme</td>
<td>Elaine Riordan</td>
<td>Susan Smith</td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
<td><strong>See Attached for titles and presenters</strong></td>
</tr>
<tr>
<td>Scaffolding undergraduate research and inquiry in the curriculum (12.15-13.00)</td>
<td>Investigating the Impact of an Inquiry-based Laboratory Course in First-Year University</td>
<td>Enhancing the quality of teaching and learning through online communication tools: Reflective practice and digital literacy</td>
<td>Developing a writing group for academic staff writing about the scholarship of teaching and learning (11.30-12.15)</td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td></td>
<td>Teresa Redmond</td>
<td>Patrick Henn</td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td></td>
<td>Nuala Curley</td>
<td>Karen Smith</td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td></td>
<td>Collecting and analysing qualitative data on mathematical difficulties experienced by students attending a maths support centre in Ireland</td>
<td>Assigning Learning Activities – does sequence matter?</td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
</tbody>
</table>

---

**13h 00 - 14h 00**

**POSTERS SESSION**

<table>
<thead>
<tr>
<th>Poster Session 1 (Room G02)</th>
<th>Poster Session 2 (Room G14)</th>
<th>Poster Session 3 (Room G04)</th>
<th>Poster Session 4 (Room G15)</th>
<th>Poster Session 5 (Room G08)</th>
<th>Poster Session 6 (Room G05)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EDUCATION AND THE DIGITAL AGE</strong></td>
<td><strong>EDUCATION AND THE DIGITAL AGE</strong></td>
<td><strong>EDUCATION AND THE DIGITAL AGE</strong></td>
<td><strong>EDUCATION AND THE DIGITAL AGE</strong></td>
<td><strong>EDUCATION AND THE DIGITAL AGE</strong></td>
<td><strong>EDUCATION AND THE DIGITAL AGE</strong></td>
</tr>
<tr>
<td>Peter Felten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate students decoding the disciplines: A SoTL partnership studying the political science literature review</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Pecha Kucha / Lightning papers</strong></td>
</tr>
</tbody>
</table>

---

**14h 00 - 15h 00**

**KEYNOTE 4**

**Defining SoTL – Still a challenge after twenty-five years** (Room G05)
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:00 - 14:00</td>
<td>Lunch and Book launch “Integrative Learning: International research and practice” (Foyer of Western Gateway Building)</td>
</tr>
<tr>
<td>13:15 – 14:00</td>
<td>Round Table: Dr Terry Maguire “Professional Development Frameworks” (Room G04)</td>
</tr>
<tr>
<td><strong>PARALLEL SESSIONS</strong></td>
<td><strong>14:00 - 15:00</strong></td>
</tr>
</tbody>
</table>
| 14:00 | **Session 22 (Room G02)**  
PROFESSIONAL DEVELOPMENT AS A BRIDGE TO SoTL  
Pernilla Severson  
Using profession theory concept jurisdiction to further understanding of SOTL’s bridging boundary conditions and possibilities |
| 14:15 | **Session 23 (Room G14)**  
CHANGING ROLES AND EXPECTATIONS  
Mona Fjellstron  
Education development competence – A common Nordic-Baltic framework supporting competence development, the assessment of merits and mobility |
| 14:30 | **Session 24 (Room G04)**  
INFORMING KEY TRANSITIONS  
Eleanor O’Sullivan  
Bridging Theory & Practice in Dental Education - Learning By Doing  
Anthony Cronin  
Real-time anonymous feedback on student visits to the Maths Support Centre - a study of lecturers’ views on its relevance to, and roles in, their practice  
Anne Campbell  
Do students study and learn differently using e-Readers? |
| 14:45 | **Session 25 (Room G05)**  
Pecha Kucha / Lightning papers  
Leigh Wood  
The Finance curriculum: implementing threshold concepts  
Mary Creaner and Jane Creaner-Glen  
Learning Agreements: A flexible strategy for integrative learning  
Shelagh Waddington  
Why do we stay or why do we go? |
| 15:00 – 16:00 | Plenary Panel with video contributions from Professor Pat Hutchings and Professor Mick Healey “Conceptions of the Scholarship of Teaching and Learning” (Room G05) |
| 16:00 – 16:15 | Future EuroSoTL events and Closing Remarks: Dr. Bettie Higgs, Dr. Katarina Mårtensson, and Professor John O’Halloran (Room G05) |
Pecha Kucha Presentations / Lightning papers
Monday June 8th

PARALLEL SESSION 4: 11h15 - 13h00 (Room G05)
Chair: Dr. Bettie Higgs

[Pecha Kucha]
1: Staffan Andersson
Student Expectations of Academic Teachers Contributions to their Learning
2: Susan Beatty
Blended learning, blended instruction: a case study in course re-design
3: Martin Fellenz and Mairead Brady
Learning as Development: Reconceptualising reflection as a driver of learner (trans-)formation
4: Elizabeth Noonan and Terry Maguire
Behind the Teaching Hero Award: Personal and Professional Orientations of Teaching
5: Samantha Pugh and Kelvin Tapley
PRiSM: Engaging Students in Pedagogic Research
6: Angela Wright
Business Acumen & the Arts: Examining an Educational Gap at CIT utilising the ADDIE Model

[Lightning papers]
1: Michael Barrett
The college experience and the impact on student retention: A study in Institute of Technology, Sligo
2: Tina Bass
The challenge of enabling global citizens: Teaching professional skills to diverse cohorts
3: Kathy Kirwam and Trish Fitzpatrick
An investigation of the scholarship of teaching and learning in the placement tutor-student teacher dyad in Initial Teacher Education
4: Rebecca Purcell and Jennifer Johnston
An exploratory investigation into how the SoTL can support concurrent teacher education students during the key transition phases of the school placement process
5: Katharina Swirak
Building bridges in social work professional education

PARALLEL SESSION 9: 14h00 - 15h30 (Room G05)
Chair: Dr. Marian Mccarthy

[Lightning papers]
1: Marit Allern and Rangnhild Sandvoll
Educational development in the Scandinavian countries - informed and inspired by SoTL? A case study in three universities
2: Roy Andersson and Mette Mo Jakobsen
A Scholarly Approach to Reach Scholarly Approaches Nationwide
3: Mike Casey
Towards a Framework for Categorising T&L Strategies
4: Ned Cohen
‘I am what I do’: A Study of Teacher Education Qualification (TEQ) Training in Further and Adult Education in the island of Ireland
5: Imelda Elliott
Digital serious games and formative assessment - an experiment in using game-based student response systems in the teaching of languages and culture

[Pecha Kucha]
1: Daniel Blackshields
Continuing to map the terrain: integrative learning as a developmental platform for SoTL
2: Deirdre Breanach
Digital Pedagogy: Reflecting on Key Transitions for Teaching and Learning on an Online Inter-institutional Degree Programme
3: Hazel Corradi
Levelling the playing field for transitioning students in Biomaths –using reflective practice to investigate mechanisms for supporting and encouraging learning
4: Joe Meegan
The use of documentary films and other visual media in the delivery and assessment of a sociology of sport module
5: Anne Ryan and Terry Twomey
From Threshold Concepts to Successful Transitions: Towards a pedagogy for Threshold Concepts based learning
Pecha Kucha Presentations / Lightning papers
Tuesday June 9th

PARALLEL SESSION 16: 09h 40 - 11h 10 (Room G05)
Chair: Daniel Blackshields

[Lightning papers]
1: Charles Neame and Peter Gossman
Two birds with one stone: promoting staff and student development through scholarly engagement with the evaluation of new practice

2: Kristina von Hausswolff and Anne-Charlotte Ek
Bridging Boundaries - focusing on the aim of education and educational meetings

3: Torgny Roxå and Thomas Olsson
Rewarding teaching excellence – a discussion of long-term organisational impact

4: Mary G. O’Brien
Using Music along with the Scholarship of Teaching and Learning to bridge the gap between Academia and Society

[Pecha Kucha]
1: Aoife Ryan
The effects of Semesterisation on Teaching for Understanding; the students’ perspective

2: Derek Raine and Sarah Gretton
Student and staff perceptions of embedded skills

3: Anne Graham and Grainne Neville
The Talent Framework Underpinning Faculty Success: Exploring How to Support Faculty Engagement in International Scholarly Networks

4: Klara Laksov and Mikel Alexandersson
Conditions for the development of a quality culture - an exploration from the perspective of leaders and awarded teachers

5: Susan Moron-Garcia
Understanding leadership

PARALLEL SESSION 21: 11h 30 - 13h 00 (Room G05)
Chair: Katarina Mårtensson

[Pecha Kucha]
1: Barbara Stuart
Incorporating the Visual into Teaching and Learning

2: Torsten Sprenger
SoTL for changing organisations and teaching methods – HAWK

3: Phil O’Leary and Ann Ledwith
Exploration of Values, Beliefs and Assumptions of Recognition of Prior Learning (RPL) Mentors in Ireland

4: Norma Barrett
Using SoTL to inform the digital transformation of a large wholly online undergraduate unit

[Lightning papers]
1: Regina Kelly
Problem Based Learning: Assessing Student Solutions in an Interdisciplinary Course

2: Nora McCarthy
A Cross Discipline Case Comparison in Designing Decision-making Training Models

3: Trudi Corrigan
Bridging Boundaries through the Scholarship of Intergenerational Learning in Higher Education

PARALLEL SESSION 26: 14h 00 - 15h 00 (Room G05)
Chair: John O’Halloran

[Pecha Kucha]
1: Carol Sinnott
Application of a novel approach to medication review in post-graduate training in General Practice.

2: Monica Ward
SoTL for Computing Students and Soft Skills

3: Ambreen Ashraf
FYI Breast Cancer: Making Healthcare Information Accessible

[Lightning papers]
1: Lawrence Dooley
Exogenous and endogenous factors of student examination success

2: Brien Nolan
Developing mathematical knowledge for teachers

3: Karen Neville
Role of SoTL in Supporting Interdisciplinary Collaboration in EM Learning