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

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**SUNDAY JUNE 7**

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<tbody>
<tr>
<td>15h30 – 16h00</td>
<td>Registration (North Wing, Main Quadrangle, UCC Main Campus)</td>
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<tr>
<td>16h00 – 18h00</td>
<td>Pre-conference workshops (North Wing, Main quadrangle, UCC Main Campus)</td>
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<tr>
<td></td>
<td>1: Professor David Pace “Using Decoding the Disciplines to Ease Students Through Key Transitions”</td>
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<td></td>
<td>2: Dr Katarina Mårtensson, Dr Bettie Higgs and Dr Torgny Roxå “The Scholarship of Teaching and Learning - an introductory workshop”</td>
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<tr>
<td>18h30 – 20h00</td>
<td>Registration and Welcome Reception (North Wing, Main Quadrangle, UCC Main Campus)</td>
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<td>Launch of National Network for the Integration of Research, Teaching and Learning (North Wing, Main Quadrangle, UCC Main Campus)</td>
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**MONDAY JUNE 8**

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<tr>
<td>08h45 - 09h15</td>
<td>Registration (Foyer of Western Gateway Building)</td>
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<tr>
<td>09h15 - 09h30</td>
<td>Welcome and Opening Address (Room G05)</td>
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<tr>
<td>09h30 - 10h30</td>
<td>Keynote 1: Professor Veronica Bamber “Making the most of SoTL to support students in the transition from undergraduate to postgraduate study” (Room G05)</td>
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<tr>
<td>10h30 - 11h00</td>
<td>Coffee break &amp; Poster Session (Foyer of Western Gateway Building)</td>
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<td>11h00 - 13h00</td>
<td><strong>PARALLEL SESSIONS</strong></td>
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<td><strong>ININVOLVING STUDENTS IN SoTL</strong></td>
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<tr>
<td></td>
<td>Beth Marquis Developing student-staff partnerships through a SoTL 'student scholars' program</td>
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<tr>
<td></td>
<td>Colin Bryson Students as partners in SOTL: processes, problems and progress</td>
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<td>Catherine McConnell Engaging students in research and scholarship</td>
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<td></td>
<td>Christie Harner Teaching English in the Sciences, and then Writing Policy About It</td>
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<td>Adeline Cooney Learning about writing and plagiarism through Turnitin®: Student perspectives</td>
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<td></td>
<td>Kirsten Hardie How can HE Teaching Fellowship Schemes inspire, support and celebrate Scholarship in Learning and Teaching?</td>
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<td></td>
<td>Amanda Platt Exploring the relationship between engagement with SoTL and the culture around learning and teaching</td>
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<td>Maja Elmgren Scaffolding a community of scholarly practice</td>
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<td>Cath Fraser What makes inter-institutional collaborations work? A “how-to” resource from higher education in New Zealand</td>
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<td>Rie Troelsen Teachers’ view on SoTL: how to become a professional teacher</td>
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<tr>
<td>13h00 - 14h00</td>
<td>Lunch: (Foyer of Western Gateway Building)</td>
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<td>13h15 - 14h00</td>
<td>Lunchtime Workshop: Dr Ken Marsden “Unlock your creative potential” (Room G08)</td>
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<td>13h15 - 14h00</td>
<td>Round Table: Prof Sarah Moore “Professional Development Frameworks” (Room G04)</td>
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<td>session for titles and presenters</td>
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<td>Pecha Kucha / Lightning papers</td>
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<td>Jaq Potter Exploring the Edges of Practice in SOTL in UK</td>
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<td>Kerrin Riewerts Design, assessment and evaluation of learner-centered-teaching – a transatlantic cooperation</td>
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<td>360 degrees of SoTL at Uppsala University</td>
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<td>Claire Englund Dig where you stand!</td>
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<td>Anna Wach-Kakolewicz A researcher or a teacher? The professional identity of an academic teacher. The case of the Poznań University of Economics</td>
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<td>Susan Moron-Garcia Using narrative to explore SoTL identity</td>
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<td>Geir Gunnlaugsson 360 degrees of SoTL at Uppsala University</td>
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<td>Orsolya Kereszty Views Concerning Learning in Educational Professionalization</td>
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| **14h 00 - 15h 30** | Session 6 (Room G02) | NATIONAL INITIATIVES IN SoTL | Laura Ritchie: SoTL and the New and Improved-Different and Distinct Learning and Teaching  
Maria Larsson: Enhancing Scholarship of Teaching and Learning through a national journal – challenges and possibilities  
Stefan Palsson: Academic Leadership for Teaching Excellence - fifteen years of development  
Nicholas Freestone: A Developmental Shift in Retention of Content from Digital and Paper Sources? |
|                  | Session 7 (Room G14) | ENGAGING TEACHING ASSISTANTS IN SoTL | Pia Scherrer: Getting beyond ‘good ideas’ for teaching: integrating teaching research projects in the training program for doctoral teaching assistants at ETH Zurich  
Kathleen Horgan: A Longitudinal Analysis of the Beliefs about Learning and Teaching of Undergraduate and Postgraduate Student Teachers  
Pernille Maj Svendren: Designing professional development for TAs - a scholarly approach  
Arshad Ahmad: Interdisciplinary Research on Teaching Philosophy Statements from a Learning Perspective |
|                  | Session 8 (Room G04) | SoTL SUPPORTING INTERDISCIPLINARY WORK | Kerry Bissaker: Learning from one another: school teachers and academic partnerships in generating interdisciplinary STEM curriculum  
Kris Knorr: Institutional teaching and learning research directions: Contributions from the community  
Brien Nolan: 3U NStep: building a community of practice in STEM educational research  
Peter Draper: Innovation and leadership in interdisciplinary context: the findings of a qualitative study |
|                  | Session 9 (Room G05) | Pecha Kucha / Lightning papers | Torgny Roxå & Katarina Mårtensson: SoTL as a lever for cultural change in higher education organisations |
|                  | Session 10 (Room G08) | WORKSHOP | See following pages for titles and presenters |

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<td><strong>16h 00 - 17h 00</strong></td>
<td>Keynote 2: Professor Kathy Takayama “Cultivating learning cultures: Reflective habits of mind and the value of uncertainty” (Room G05)</td>
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<td><strong>17h 00 - 18h 00</strong></td>
<td>Special Interest Group Meetings</td>
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<td><strong>19h 00</strong></td>
<td>Conference dinner in Devere Hall, UCC Main Campus</td>
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### TUESDAY JUNE 9th

**09h 00 - 09h 40**  
**Keynote 3: Professor Joelle Fanghanel** "Defining SoTL – Still a challenge after twenty-five years" (Room G05)

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

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<th>Session 11 (Room G02)</th>
<th>Session 12 (Room G14)</th>
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<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>
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| Anne O’Keeffe  
Transition from Second Level and Further Education to Third Level: insights from a qualitative study | Catherine Sweeney  
Using SoTL to Explore Learning in an Interdisciplinary Palliative Care Role-play | Aysha Divan  
Supporting the transition of postgraduates into employment or higher-level study: are our programmes fit for purpose? | Peter D’Sena  
Conceptualising and Realising Civic Engagement in a post-1992 UK University: a case study | Peter Felten  
Undergraduate students decoding the disciplines: A SoTL partnership studying the political science literature review |
| Donna Alexander  
Transitions "In", "Through", and "Out": a compilation and analysis of the Scholarship of Teaching for Transitions, 2000-2015 | Dympna Casey  
Student experiences of sing value-based digital technology to enhance and evaluate inter-professional education | Geraldine Duignan  
Engaging the Workplace in the Classroom: Aspiring Towards Authenticity | Trudi Cooper  
Holistic university education and discourses on curriculum | See following pages for titles and presenters |
| Phil O’Leary  
Structures and Supports for Learners in the Recognition of Prior Learning | Carol Wakeford  
Student projects with the ‘E’ factor | Julie Dunne  
Empowering students to articulate Graduate Attributes through Participatory Action Research | Sandra Moffett  
TIME – Technology Inspired Minors Engagement | |
| Sara O’Sullivan  
A systematic review mapping Irish SoTL research (1990-2015) | Beth Marquis  
Using SoTL to develop and refine an interdisciplinary global justice inquiry course | Christine van Vliet  
Using the SoTL framework to teach teamwork | Caroline Molloy  
What Colour is Sacred: exploring a teaching pedagogy that encourages cross-cultural learning | |

**11h 10 - 11h 30**  
Coffee break & Poster Session (Foyer of Western Gateway Building)

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

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<th>Session 17 (Room G02)</th>
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<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>
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</table>
| Catherine Hennessy  
Can Twitter be Used to Enhance Student Engagement and Learning of Neuroanatomy in Medical Education? | Kathy Nomme  
Investigating the Impact of an Inquiry-based Laboratory Course in First-Year University | Elaine Riordan  
Enhancing the quality of teaching and learning through online communication tools: Reflective practice and digital literacy | Susan Smith  
Developing a writing group for academic staff writing about the scholarship of teaching and learning (11.30-12.15) | Pecha Kucha / Lightning papers |
| Maria Meehan  
Patterns of student engagement with a variety of learning resources in a large first year mathematics module | Teresa Redmond  
Teaching and learning interventions in a first year Biology course | Patrick Henn  
Technology Enhanced Learning: The use of first person perspective video recording to improve medical student training in procedural skills | Trudi Cooper  
Holistic university education and discourses on curriculum | See Attached for titles and presenters |
| Dominique Verpoorten  
Rather a blog than a word: building teachers’ digital literacy through the experience of a fully online course | Nuala Curley  
Collecting and analysing qualitative data on mathematical difficulties experienced by students attending a maths support centre in Ireland | Karen Smith  
Assigning Learning Activities – does sequence matter? | Sandra Moffett  
TIME – Technology Inspired Minors Engagement | |
| Marie Leijon  
"The Media Workshop" - Designing a Sustainable Organisation for a Digital Learning Environment | Staffan Andersson  
Negotiating a practice of learning | | | | |

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(See Attached for titles and presenters)
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<td>13h 00 - 14h 00</td>
<td>Lunch and Book launch &quot;Integrative Learning: International research and practice&quot; (Foyer of Western Gateway Building)</td>
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<tr>
<td>13h 15 – 14h 00</td>
<td>Round Table: Dr Terry Maguire “Professional Development Frameworks” (Room G04)</td>
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| **PARALLEL SESSIONS** 14h 00 - 15h 00 | **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  
  Mona Fjellström  
  Education development competence – A common Nordic-Baltic framework supporting competence development, the assessment of merits and mobility  
  Pauline McGlade  
  Short, Sharp and Full of Ideas: Using SoTL to support academics in embedding writing into their subject teaching |
| 14h 00 – 15h 00 | **Session 22 (Room G02)**  
  **Session 23 (Room G14)**  
  **Session 24 (Room G04)**  
  **Session 25 (Room G05)**  
  **Session 26 (Room G05)**  
  **Session 27 (Room G08)** |
| 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 |
| Session 23 (Room G14) | **CHANGING ROLES AND EXPECTATIONS**  
  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? |
| Session 24 (Room G04) | **INFORMING KEY TRANSITIONS**  
  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? |
| Session 25 (Room G05) | **Pecha Kucha / Lightning papers**  
  See following pages for titles and presenters |
| Session 26 (Room G05) | **WORKSHOP**  
  Anders Ahlberg  
  SoTL in teaching portfolio writing and assessment – what is valued and why? |
| 15h 00 - 16h 00 | Plenary Panel with video contributions from Professor Pat Hutchings and Professor Mick Healey “Conceptions of the Scholarship of Teaching and Learning” (Room G05) |
| 16h 00 - 16h 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: 11h 15 - 13h 00 (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: 14h 00 - 15h 30 (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 developmenta platform for SoTL
2: Deirdre Bretnach
   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

[Lightning papers]
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

[Lightning papers]
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

[Lightning papers]
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