

**ISSOTL PROGRAMME
PRELIMINAIRY**

THURSDAY NOVEMBER 9th

10:00 - 11:30 Paper Presentations

Railway Museum

Authentic Learning

Shaping the Teaching and Learning Context of an Open-Source Global Justice Investigations Lab
An evidence-informed framework for developing virtual caring skills that can be applied across various contexts
Internships, Diversity Training, and Labour Market/Post-graduate Outcomes for Criminology and Sociology Student Interns
Layered Learning: Scaffolding Simulations and Assignments in a Social Work Communication and Interviewing Skills Course
Exploring Key Elements of User Experience in Gamification of Health Profession Education

CENTRALE

Brianne McGonigle Leyh
Lorelli Nowell
Nathan Innocente
Michelle Skop
Certina Ho

Academic Career

Resilience, Trauma, and Accessibility in the Professional Communication Classroom
From confusion to clarity: Embedding SoTL within education-focused academic career pathways
Do good intentions lead to expected outcomes? Professional Learning Amongst Early Career University Academics
Have you MET your teaching self? The Model for Engaged Teaching (MET) to map one's teaching and learning journey
Education focused academic roles in Australia and the Scholarship of Teaching & Learning – a comparative analysis
Advancing the field of Academic Development through SoTL in SAHE

EXPO

Parziale, Amy
Saunders, Fiona
Stegeager, Nikolaj
Maheux-Pelletier, Genevieve
Fleischner, Collins
Chitanand, Nalini

Online Teaching & Learning

Students' Performance in Online Education: Evidence from Content Engagement and Task Completion Timeliness
Context in practice: Online learning and real-world experience
Levelling the Playing Field for DHH Students and Beyond
Designing for Online Professional Collaboration Skill Development
'This class could have been an email.' Student interpretations of quality in instructional modality
On the Fostering of Expert-Like Thinking in Chemistry Education Through The Use of SoTL-informed Learning Technology

STIKKERSHUIS

Ashraf, Rasha
Duff, Gerard
Abu-Ghazalah, Rashid
Brown, Barbara
Riviere, Jessica
Elouazizi, Nouredine

Academic Skills

Who accesses support and why? A mixed methods study to understand usage patterns at an academic skills centre
Teaching interdisciplinary cooperation in health sciences
Evaluation of a bias awareness training for teachers in bio/medical education
Core Themes in Critical Thinking: Perspectives from Students and Teachers
My Career Journey: designing a skills-based interactive tool that bridges academic, employer and student needs
Student perception of a visual novel for facilitating science process skills

BEDRIJFSSCHOOL

Evans-Tokaryk, Tyler
Sigurjónsson, Jón Grétar
van der Velden, Gisela
Nylehn, Jorun
Zahora, Tomas
Michael Wong

Faculty Development

Writerly by Design: Transforming theory into practice in two educational development courses at a Norwegian university
Bounded rationality in wide educational development and the need for a scholarship
Academic development of novice teachers at the University of the Basque Country: creating a new development framework
Does routine Student Evaluation of Teaching foster professionalism or rather performativity among early career academics
The Importance of Authentic Activities in Supporting Transfer of Learning in the HE Context

FOYER BEDRIJFSSCHOOL

Gray, Robert
Roxå, Torgny
Mendia-Urrutia, Aitor
Levelt, Lisa
Beege, Barbara

**ISSOTL PROGRAMME
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THURSDAY NOVEMBER 9th

14:00 - 15:30 Paper Presentations

Railway Museum

Teaching in HE

- Post COVID Academic Accountability and Integrity: Is a Code of Ethics Enough?
- Roles of teachers in higher education within different work contexts: a scoping review
- Insights from a synthesis of teaching and learning scholarship in the Republic of Ireland
- A Whole-Institution Developmental Approach to Academic Integrity Education: Joined-up Messaging for Staff and Students
- Feminist socialism meets neoliberal postfeminism: A comparative ethnography of teaching faculty in US and Sweden
- Developing a southern gaze for SoTL in South Africa

CENTRALE

- Friedman, Zahava
- Ommering, Belinda
- O'Sullivan, Sara
- Goff, Loretta
- Doerr, Katherine
- CHITANAND, NALINI

Inclusion, Equality and Diversion

- The Southern Cross Model: Supporting student learning and achievement through immersive scheduling
- Beyond Affordability: How OER Help to Narrow the Academic Performance Gap in Higher Education
- Barriers to Learning in Science Undergraduate Classrooms
- The learnt curriculum: adapting Culturally Sensitive Curricula Scales to develop a module level curriculum toolkit
- Engaging students through empathetic design to reimagine learning experiences with a spotlight on equity, diversity, and
- Listening to disabled students' priorities for an inclusive curriculum

EXPO

- Goode, Elizabeth
- Watson, C. Edward
- Smith, Karen
- Turner, Ian
- Fleisig, Robert
- Brady, Jenny

Authentic Learning & Academic Skills

- Critical Reflections on Making Curricular Work Integrated Learning 'Work': Partnerships, Challenges, and Lessons Learned
- Student perspectives on learning when crossing contexts in a multi-disciplinary university program with internship
- Nieuwsgierig: A Multi-Disciplinary Study of the Dimensions of Student Curiosity
- Creating a Work-Integrated Learning course design template
- Exploring student-driven education in two different contexts: a case study

STRIKKERSHUIS

- Stowe, Lisa
- Sandvoll, Ragnhild
- Cruz, Laura
- Prier, Andrea
- Holen, Rasa

Relationships & Sense of Belonging

- Care in context: How to foster relationship-rich education across cultural-educational contexts
- How do teachers build trust in the university classroom?
- Institutional values - from rhetoric to reality
- Barriers to Learning in Science Undergraduate Classrooms
- Inclusive classroom climate and students' sense of belonging across disciplinary and institutional contexts
- Sense of Belonging and Its Implications for Retention of STEM Majors

BEDRIJFSSCHOOL

- Machura, Ina Alexandra
- Felten, Peter
- Smith, Susan
- Smith, Karen
- Stewart, Jaclyn
- Mahabaduge, Hasitha

Institutional Change

- Revisiting Teaching Awards: Lever for Sustainable Change in Teaching and Learning in the Post-Pandemic Era?
- Creating an institutional culture for SoTL: A 10-year impact study
- Looking beyond the metrics: how academic blogging can help redefine 'impact' of SoTL at an institutional level.
- Implementing a Teaching Academy: Expectations of institutional leaders and academy members
- Third Spaces Context for Redesigning Higher Education

FOYER BEDRIJFSSCHOOL

- Dorner, Helga
- Bates, Simon
- Scoles, Jennifer
- Geirsdóttir, Guðrún
- McGowan, Susannah

**ISSOTL PROGRAMME
PRELIMINAIRY**

THURSDAY NOVEMBER 9th

16:00 - 17:00 Paper Presentations

Railway Museum

Digital AI

Developing students' assessment literacies in the context of AI and academic integrity
How do new Large Language Models like
Compassionate design with AI: Lecturers design choices for integrating AI in learning activities and assessments

EXPO

Beynen, Tina
Ellingsen, Ståle
Pallitt, Nicola

Discussing SoTL

Doing SOTL differently: A contribution from the South
Failure in the Scholarship of Teaching and Learning: A Blueprint
Exploring the Epistemology of Transdisciplinary SoTL: An Intersectional Qualitative Inquiry
Canadian College Context Matters

STRIKKERSHUIS

Bozalek, Vivienne
Cruz, Laura
Santucci, Anna
Williams, Shawna

Supporting SoTL

The co-writing experience of the authors of a collection of articles - attempts to create a collaborative culture
Supporting teachers with SoTL: development of the hands-on Utrecht Roadmap for Scholarship of Teaching and
Bringing SoTL to the People: Strategies for Knowledge Exchange
Cross-disciplinary sharing and learning

BEDRIJFSSCHOOL

Mets-Alunurm, Kristi
Kirschner, Femke
Knorr, Kris
Bradley, Linda

Society & Curriculum

Learning in action: transforming our students through Teaching and learning context.
The Effects of COVID-19 on Student Evaluations of Teaching: Evidence from an International Branch Campus
Students decoding their discipline to inform curriculum development in materials science & engineering

FOYER BEDRIJFSSCHOOL

Gribble, Lynn
Davis, Shannon
Lofgreen, Jennifer

**ISSOTL PROGRAMME
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THURSDAY NOVEMBER 9th

10:00 - 11:30 Poster Journey

Railway Museum

Poster journey: Social Sciences and Humanities (e.g. law, psychology, language, sports)

Maximizing Synergy in Instructional Alignment within First-Year Writing Courses in Canada
Graduate Attributes Across Disciplinary Boundaries: From Global Citizenship to Psychological Literacy
Exploring Co-Creation Initiatives in Intensive Learning Contexts: A Student Perspective
Investigating the Complexity of Mindset in a Language Learning Context
Exploring the use of Oral Communication Strategies by Foreign Language Learners in Higher Education.
Transreading as Writerly Teaching: How recontextualizing course content can revolutionize student learning
ABC for engaging students in Latin courses
Dancing in Florence: Developing intercultural learning, disciplinary expertise, and understanding of place.
Practising Pleading Skills in Virtual Reality
Flipping the Flipped Classroom? Challenges and possibilities of the flipped classroom with a heterogenous student group
University Led Sports Coaching Project: A Space for Developing Student Success.

TRAIN BLAUWE ENGEL

KANG, PHOEBE
Harris, Richard
Newell, Samantha
Shanks, Clarice
Kwaffo, Ekua Mensimah Thompson
Gray, Robert
Höbejøgi, Kaidi
Kearns, Lauren
van Dongen, Emanuel
Vulkan, Patrik
Barrett, Gareth

14:00 - 15:30 Poster Journey

Railway Museum

Poster journey: STEM (Science, Technology, Engineering and Mathematics)

A review of research-teaching nexus in Science and Engineering
Exploring experiences of mature STEM students with maths anxiety at a distance learning University
But why do I need to take this class? - Conducting SoTL-workshops to support instructors who teach required courses
Redesign model meets reality: Reflections on change approaches applied when a structured model for change meets reality
Test anxiety, generation in college, and performance: testing a 'cognitive reappraisal' intervention
Is STEM Education Special?
Student posters: scientific products and assessment that outlives the course
NO TITLE
Creating inclusive and effective groups in the STEM classroom
NO TITLE
Developing a Patient Safety Culture Training Curriculum for Healthcare Professionals
Teaching Math for Computer Science Success
Individual Differences in the Context of Active Learning

TRAIN BLAUWE ENGEL

Maroufi, Samane
Pawley, Susan
Erber, Eva
Holtermann, Kristin
Thormodsæter, Ruben Schelbred
Salvato, Lisa
Soulé, Jonathan
Colyott, Kaila
Casey, Jennifer
Scheerens, Judith
Ho, Certina
Gardner, Kristen
Bledsoe, Robert

16:00 - 17:00 Poster Journey

Railway Museum

Posters journey: Biology and Biomedical

Application of the Decoding the Disciplines Paradigm to Enhance Graphical Interpretation by First-Year Biology Students
Reimaging Skills Gap: Reframing Authentic Student Learning Experiences with Business Capstone
Redesigning a BSC programme in biology - A collaborative systems approach to curriculum development
Breaking barriers: Universal Design for Learning in the Biology Laboratory
Oral exams in pre-service teacher education
Promoting self-regulated learning via peer- & self feedback at the program level.
Learning about patient context, uncertainty and ethics in (bio)medical education: the case of commercial health checks
Towards European Student Research HUB Networks to Foster Transdisciplinary Challenge-Based Education
Can we help all students to use reflective practice to navigate transformative learning experiences?

TRAIN BLAUWE ENGEL

Darcy, Tara
Johnston, Sonja
Strømme, Christian Bianchi
Hills, Melissa
Haydar, Deniz
Roger, Mathilde
Mostert, Jeanette
Schakelaar, Michael
Clark, Charlotte

Poster journey: Business and Management

Practitioner to academic transition identities in a UK digital Business school
The Pedagogy of a Context-Spanning Educational Assemblage
The Integrity Pyramid
The benefits and pitfalls of AI-supported writing tools for teaching and learning - the student perspective
Claiming the New Context of Statistics for the Social Sciences and Business

TRAIN BLAUWE ROEMEEN

Baxter, Jacqueline
Bylsma, Paul
Nickel, Lorelei
Lausberg, Isabel
Rivera, Julio

8 - 11 November 2023 - Utrecht, The Netherlands

ISSOTL PROGRAMME PRELIMINARY

THURSDAY NOVEMBER 9th

10:00 - 11:30 Workshops

Railway Museum / Leeuwenb.

Assessment and Feedback as Emotional Labour: Managing Processes Productively in the Neoliberal Academy
Getting Outside the Classroom Matters: Theories and Pedagogies for Teaching and Learning Outside
Institutional Context Matters for Equity-Minded SoTL Research: Professional Training Strategies for Faculty Developers
Practical and fun action steps to bring diverse colleagues together to make SoTL work!
Modelling Universal Design for Learning as a Framework towards Antiracism

Jennifer Hill
Jill McSweeney
Valerie Barske
Dané Coetzee
Carolee Clyne

14:00 - 15:30 Workshops

Railway Museum / Leeuwenb.

Centering the Advancement of Student Learning in the Evaluation of Teaching
Are we Cheating? Did ChatGPT write our abstract? Reflections on the use of AI and Communities of Practice in SOTL
Unlived experience: Bringing SoTL to life through fiction
Searching and reviewing the literature on SoTL
Initiating Collaborations through SoTL's Grand Challenges

Andrea Follmer Greenhoot
Janet Lord
Jennie Mills
Mick Healey
Lauren Scharff

11:45 - 12:45 Panel Discussion

Railway Museum

Pedagogical Innovation for Creating and Expanding Inclusive Learning Communities

Gunvor Torstensdotter

12:45 - 13:45 Panel Discussion

Railway Museum

Panel: Content, Context, Culture, and Collaboration: A multiyear perspective on the International Collaborative Writing Groups

Phillip Motley

16:00 - 17:00 Panel Discussion

Railway Museum / Leeuwenb.

Collaborating for Success: Experiences of four Dutch Universities Supporting the Scholarship of Teaching and Learning
Examining Outcomes from Teaching Diversity Courses: A Longitudinal Analysis of Students' Self-Assessments & Reflections
Reflections on Context: The Impact of International Micro-Experiences in Health Sciences' Curricula
A decolonial and sustainable ICEL approach? Meeting the current institutional context of Universities
A Critical Pedagogies Typology for exploring disciplinary and practitioner approaches to inclusion

Svenne Groeneweg
James DeVita
Shawna Ryan
Lorena Sosa
Catherine O'Mahony