

# Context matters

8 - 11 November 2023 - Utrecht, The Netherlands

## PROGRAMME BOOK

International Society for the Scholarship  
of Teaching and Learning Conference 2023

Hosted by the Centre for Academic Teaching and Learning, Utrecht University



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Academiegebouw (University Hall) (photo by: Niek Verlaan)

## Welcome from the conference co-hosts

*Welcome to Utrecht!*

*We welcome you to the city of Utrecht for the 19th annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL).*

*We are grateful that you are embarking on a journey with us towards increased knowledge, innovative ideas, and meaningful relationships, enriching our esteemed community for the Scholarship of Teaching and Learning (SoTL). This journey will take you to multiple historical sites, allowing you to savor the rich history of the city of Utrecht. The main venue, the Spoorwegmuseum (Railway Museum), was built in 1874 and was a functioning train station until it was converted into a museum in 1939. The conference will also take you to the Sonnenborg Museum, originally built in 1552 as part of the city's defensive wall. In the 19th-century the Sonnenborg was converted into an observatory and meteorological station. Finally, the conference will take you to the University Hall. This is the ceremonial heart of Utrecht University. The oldest part of the University Hall, the Auditorium, dates back to 1462. Here the Union of Utrecht was signed in 1579, a landmark event which is generally viewed as the beginning of the Netherlands as an independent nation.*

*With our choice of inspiring venues, we wanted to endorse the conference's theme 'Context matters'. Not only is scholarly work on teaching and learning pivotal for generating context-rich knowledge for higher education. Context also matters for the conduct of scholarly work by either fostering or inhibiting scholarly activities, or by including or excluding participants in our community or study populations. To highlight the many sides of the topic, we formulated four subthemes: Teaching and Learning Context; Disciplinary Context; Institutional Context; and the Geographical, Socio-cultural and Political Context. Utrecht University is honored to host this year's conference, and we are thrilled to announce that the conference has 650 participants – that means we are fully booked. We are pleased to welcome guests from Canada, Australia, Germany, South Africa, Japan, South America – guests from over 35 countries have joined us at this truly international conference.*

*This year, the ISSOTL conference is organized by The Centre for Academic Teaching and Learning (CAT) at Utrecht University. It has been an amazing effort by the collaborative organizing team, please take a moment to thank them and the enthusiastic students who are here with us this week. We would like to thank the program committee, the convenings committee of ISSOTL, and, everyone who has made this conference a unique and special experience.*

*Enjoy ISSOTL23 and enjoy Utrecht!*

**Irma Meijerman**, Vice-President Europe ISSOTL & Principal Fellow CAT, Utrecht University

**Manon Kluijtmans**, Vice-rector Teaching and Learning & Academic Director CAT, Utrecht University



# Welcome from the president ISSOTL

*Dear Friends and Colleagues - Welcome to ISSOTL2023!*

*On behalf of the Presidential team, Melanie Hamilton (President-Elect), S. Raj Chaudhury (Past President), and myself, along with our entire Board of Directors, welcome to the 19th annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL) in Utrecht, the Netherlands. Our theme this year, "Context Matters," promises to make this gathering one of the most memorable and unique experiences in our society's history. I've had the privilege of collaborating closely with the exceptional team at the Centre for Academic Teaching and Learning (CAT) at the University of Utrecht. Led by Irma Meijerman and Manon Kluijtmans, our Dutch conference team has exceeded our expectations in creating a spectacular event, primarily hosted at the National Railway Museum (Spoorwegmuseum). Take some time to savor your surroundings—the medieval history, tree-lined canals, breathtaking views, and delectable food and drink. Our hosts remind us that context matters in our important field of work. My hope is that you'll fully immerse yourself in the context this week and draw inspiration from others sharing their perspectives on context and what it means for the various contexts of SoTL.*

*This week is a SoTL networking opportunity like no other with over 650 delegates from around the world gathering together to share what we have learned, ask questions to learn more and to continue to build our own significant network groups. Since we are meeting in person, let's smile, greet new faces, express our interests, forge new friendships, and embrace these valuable moments to nurture ourselves and our SoTL superpowers. Let's return home reenergized and filled with ideas that will enrich teaching and learning at our institutions for years to come. As I mentioned in my presidential welcome in the July 15 ISSOTL newsletter, one goal for the society this year is to expand our membership and welcome new regional representation to our Board. I would like to extend a special welcome to the 19 African delegates who are joining us this week and also to our three South American delegates, the heartiest of welcomes and we are so happy to have you join us at ISSOTL2023.*

*A colleague recently encouraged me by saying, "SoTL - your time is now!" I wholeheartedly agree. The power of teaching and learning and the work that we do has the ability to change and enhance our societies moving forward. There are many ways for you to participate in the work of our society from publishing in our fantastic journal, Teaching and Learning Inquiry (TLI), to serving on one of our dedicated Board committees. We must harness the collective power of ISSOTL and encourage others to join us so that we can continue to create ripples of impact in teaching and learning through our scholarly work reflecting our shared values of scholarship, collaboration, and excellence.*

*Lastly, I'd like to extend a heartfelt appreciation for the dedication of our gracious hosts here in Utrecht. This two-year commitment began with an expression of interest and culminated in the arrival of 650 enthusiastic attendees. The team has demonstrated remarkable organization, going above and beyond to ensure that we have an enchanting experience. When you encounter one of our hosts or the numerous volunteers assisting us this week, please take a moment to personally express your gratitude!*

*Enjoy!*

*Yours in teaching and learning,*

**Michelle J. Eady, Ph D**  
*ISSOTL President, 2023/24*



## The ISSOTL23 Conference Team

In the following, we present the Conference Chairs, the Conference Programme Committee, the Local Arrangements Committee and the Recommendation Committee. We provide short biographies linked to SoTL; please find full (academic) profiles by clicking on the hyperlinked names.

### Conference Chairs



#### [Prof. dr Manon Kluijtmans](#)

Manon is Vice-rector of Teaching and Learning for UU, and Academic Director of the Centre for Academic Teaching and Learning. She is a professor of 'Education to Connect Science and Professional Practice' at the University Medical Centre Utrecht. Manon is responsible for the CAT educational scholarship activities and chairs the UU focus area Higher Education Research. She teaches in the Teaching Scholars Programme of the UMC Utrecht, aimed at involving advanced teachers in SoTL. An overview of her recent SoTL activities and scholarly output can be found [here](#).



#### [Dr Irma Meijerman](#)

Irma is an Associate Professor of Pharmacology, Principal Fellow of the Centre for Academic Teaching and Learning, and Senior Fellow Higher Education Academy (SFHEA), UK. She is also VP Europe of ISSOTL. Irma has initiated several SoTL initiatives (e.g. member of the SoTL grants assessment committee, chair of the SIG SoTL and co-author of the Utrecht Roadmap for SoTL) and has been chair of the UU SoTL conference since its inception. An overview of her recent SoTL activities and scholarly outputs can be found [here](#).

## Conference Programme Committee



### [Prof. dr Niels Bovenschen](#)

Niels is a Professor of Biomedical Research-based Education and Principal Fellow of the Centre for Academic Teaching and Learning at Utrecht University. He is a member of the Royal Netherlands Academy of Arts and Sciences (KNAW) Comenius Network. Niels is Head of the Pathology Research Laboratory and founder of the Bachelor Research hub. He is an examiner and coordinator of several (bio)medical courses at the Faculty of Medicine, Utrecht University. In 2019, Niels Bovenschen won the Outstanding Teacher Award of Utrecht University. An overview of recent SoTL activities and scholarly output can be found [here](#).



### [Dr Emanuel van Dongen](#)

Emanuel is a Associate Professor of Private Law, Programme coordinator of the Masters of private law and Chair of the Board of Examiners of the Bachelor in Law. Honorary Chair in Private Law (TPR, 2021-2022), Ghent University. An overview of Emanuel' recent SoTL activities and scholarly outputs can be found [here](#).



### [Melanie Hamilton](#)

Melanie is the Director of the Jane and Ron Graham Centre for SoTL at the University of Saskatchewan. She also instructs in the department of Curriculum Studies and recently unveiled the first PhD in SoTL degree. Melanie is the incoming President of ISSOTL.



### [Dr Jeroen Janssen](#)

Jeroen is an Associate Professor of Education Sciences and Senior Fellow of the Centre for Academic Teaching and Learning. He is a Programme director of the Bachelor of Educational Sciences, the Academic Teacher Training in Primary Education and the Master of Educational Sciences. Jeroen is associate editor of the SSCI-indexed Journal of Computer Assisted Learning and is editorial board member of several educational research journals. His interests in higher education research include collaborative learning, self-regulated learning and educational technologies, such as MOOCs and learning analytics.



### [Dr Femke Kirschner](#)

Femke is an Educational consultant at the Educational Consultancy and Professional Development department at Utrecht University.

## Conference Programme Committee (2/2)



### ..... [Dr Gery Nijenhuis](#)

Gery is an Associate Professor of Geography and Education, the Director of Education Department of Human Geography and Spatial Planning. An overview of Gery's recent SoTL activities and scholarly output can be found [here](#).



### ..... [Dr Frans Prins](#)

Frans is an Associate professor of Educational Sciences. Scientific Director of the Educational Consultancy and Professional Development department. Frans is a member of the UU SoTL grants assessment committee and supervises senior educational scholars in the UU Educational Research Training Programme. Frans was actively involved in organising the Dutch-Flemish Educational Research Conference in Utrecht in 2021.



### ..... [Rik Vangangelt MA](#)

Rik is Coordinator of Educational Scholarship at the Centre for Academic Teaching and Learning. A current PhD Candidate, Rik is investigating 'Scholarly teachers in higher education'. Rik organises the UU SoTL conferences and is the secretary of the UU SoTL grant scheme.



## Utrecht University's Local Arrangements Committee



• • • • • **Marit Boekema**

Member ISSOTL'23 organisation team (coordinator)



• • • • • **Anne Geesink**

Member ISSOTL'23 organisation team (ICWG and graphic design)



• • • • • **Mirjam van de Kraats**

Member ISSOTL'23 organisation team (communication)



• • • • • **Esther van der Sluis**

Member ISSOTL'23 organisation team (co-coordinator)



• • • • • **Veerle Wormer**

Member ISSOTL'23 organisation team (management support)



• • • • • **Supporting from UU Centre for Academic Teaching:**

Marijn van Ellen and Ishaa van der Gouw (communication), Esther Verheijen (event support), and many other colleagues.



## Welcome to Utrecht University and its SoTL community!

Utrecht University (UU) is an internationally leading, research-intensive university that aims to be at the forefront of educational developments. Student learning takes place in evidence-informed, innovative academic teaching programmes. The Utrecht Education Model focuses on personal, activating, small group learning experiences. All bachelor, master, PhD and continuous education programmes offer flexibility and freedom of choice to students.

In 2021, approximately 38.000 students studied at UU. Two-thirds of the student population is enrolled in one of the 54 bachelor's programmes, and one-third is in either one of the 160 master's programmes or one of the eight graduate schools offering PhD programmes.

Utrecht University invests in empowering and inspiring academic teachers<sup>1</sup>. A positive teaching culture is created through support and incentives for educational innovation, teacher development, and educational scholarship. By connecting teachers across different disciplines, a university-wide community is fostered that shares both theoretical and practical knowledge. Innovation in education is evidence-informed and aims to strengthen social impact.

“ *A positive teaching culture is created through support and incentives for educational innovation, teacher development, and educational scholarship.*

Science meets society in our research as well as in education as we work towards solving pressing societal issues. Research is organised within four strategic research themes, spread over our seven faculties. These themes are Pathways to Sustainability, Dynamics of Youth, Institutions for Open Societies and Life Sciences. Both in research and in education, UU collaborates closely with societal partners from the Netherlands and abroad. In our education, we strive for an open science mindset through interdisciplinary approaches, community engagement and challenge-based learning, and by offering education for and with professionals.

<sup>1</sup> To use language understandable for a broad international public, we intentionally use the term 'teachers' in this document, thereby referring to all lecturers, academic or faculty staff at universities involved in teaching students, either full-time or in combination with research activities.

## Educational Scholarship

Educational scholarship, from classroom-based SoTL to higher education research, has a long tradition at UU. In addition to our internationally renowned Department of Educational Sciences, Utrecht houses several strong discipline-based educational research departments, among others, in medical education and science education. Over the past five years, the link between these departments and the participation of teachers in educational scholarship across all faculties has received increasing attention. Educational Scholarship, educational innovation, and teacher development are the three pillars of UU's [Centre for Academic Teaching and Learning](#) (CAT), placing SoTL high on the institutional agenda and enabling engagement in and support of SoTL to expand rapidly. Since the founding of the centre in 2018, we have launched an annual local SoTL conference, established a SoTL grant scheme, brought a special interest group on SoTL together regularly and have started offering both basic and more advanced courses to support university teachers to become active in educational scholarship. Furthermore, UU has selected higher education research as an important interdisciplinary focus area for research. Educational scholarship is receiving increased attention as a career-important activity through improved recognition of teaching in academic careers.

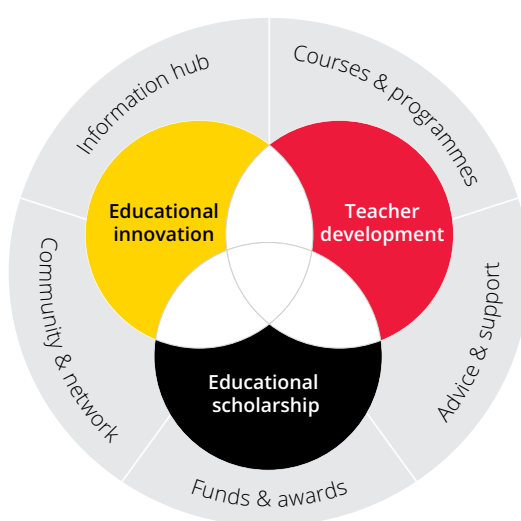


Figure 1. Pillars and services of the Centre for Academic Teaching and Learning

The initiatives described above are rooted in a long-standing policy to strengthen and value education at UU. This policy and accompanying investments started in 1995 with the introduction of obligatory basic and advanced university teacher qualifications. The basic university teacher qualification has been adapted by all Dutch universities, and the system of nationally recognised qualifications is still being continued and expanded. Also, from 2000, Utrecht offers the possibility of education-focused full professor appointments. An important actual development that we are in the midst of is an academic culture change for which the initiative was taken by the collaborative Dutch research universities in 2018: we aim to diversify academic careers, for example by improving recognition and reward of teaching. SoTL is an important activity for those who focus on teaching in their academic career and is receiving ever more attention and recognition. This makes SoTL an increasingly important topic at UU, at all universities in the Netherlands, and increasingly across Europe.

## Utrecht University's educational scholarship activities and resources

By investing in educational scholarship, UU aims to stimulate an evidence-informed teaching and learning practice. Evidence-informed education, disciplinary knowledge, practical knowledge and scientific knowledge are combined to enhance student learning. The educational sciences is infamous for being a complex field of research because of the high context dependence of educational knowledge. This asks for SoTL: for critical investigation of higher education by practitioners, by educational scholars. The involvement of these teachers, mostly advanced academics deeply immersed in their respective disciplines, is crucial to generating context-specific educational knowledge.

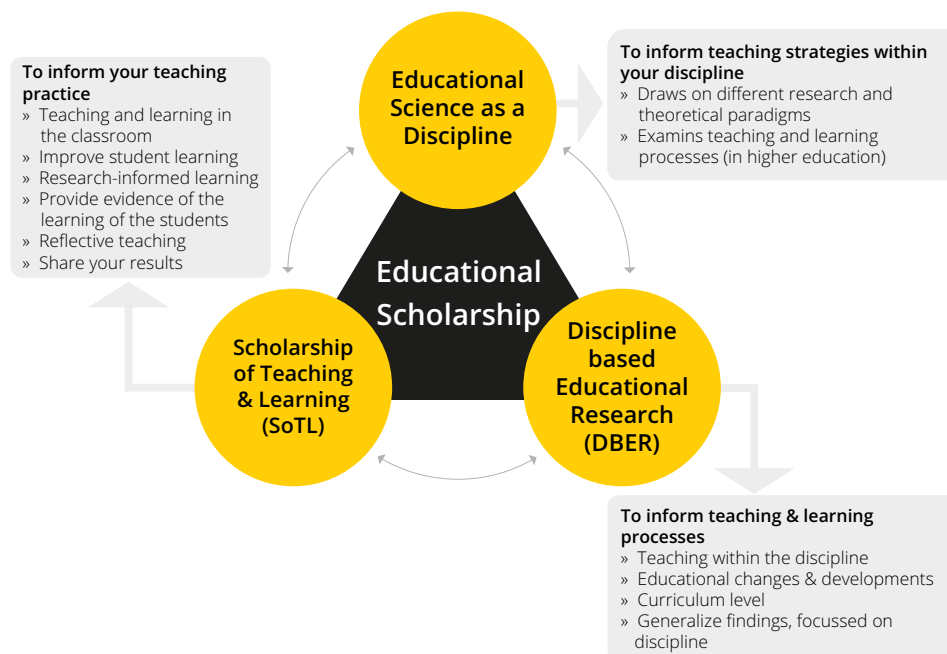


Figure 2. Dynamic and diverse continuum of educational scholarship

In our view, SoTL is ideally conducted in diversely composited interdisciplinary teams, in which teachers, educational experts and stakeholders such as students complement each other's perspectives and strengths. UU's educational scholarship community covers a wide range of academics: scholarly teachers who apply educational knowledge, teachers investigating their own teaching practice in SoTL projects, practitioner-scholars or discipline-based education researchers (DBER) working at the boundary of their discipline and educational sciences to generate context-rich knowledge and full-fledged education researchers aiming to research expand our theoretical knowledge of higher education. In the educational scholarship community in Utrecht, we deliberately make no strict division between SoTL, DBER and even educational sciences, rather aiming for a dynamic and diverse continuum of educational scholarship which may vary from concrete to abstract, from practical to theoretical and from high to low context-specificity (see figure).



To facilitate and stimulate educational scholarship, UU invests in:

1. network and community events,
2. courses and programmes,
3. support and resources
4. projects and visibility.

## 1. Network and community events

We set up and organised four annual [local SoTL conferences](#) so far, with up to a hundred participants annually and dozens of poster presentations. Throughout the year, we bring together our active SoTL community in [Special Interest Group](#) meetings. Utrecht University's research focus area [Higher Education Research](#) brings together discipline-based and educational sciences researchers, of which [around twenty full professors with focus on education](#) in various disciplines throughout all seven faculties. Various scientists are part of several of these interacting networks.

## 2. Courses and programmes

To help teachers develop educational scholarship competencies, we offer both basic SoTL courses and support, as well as advanced longitudinal programmes, e.g., the [Educational Research Training Programme](#) for university teachers. An e-module '[Your teaching under a magnifying glass](#)' has been developed which provides guidance to teachers who want to participate in SoTL. We offer on-site and online workshops or masterclasses several times a year in order to introduce teachers to SoTL or to become more skilled in certain aspects of SoTL.

## 3. Support and resources

We developed the [Utrecht Roadmap for SoTL](#), a practical step-by-step instrument that helps teachers to systematically research their own teaching practices when they want to optimise them and professionalise by gaining knowledge about their students' learning. Teachers can apply for financial support in our [SoTL grant scheme](#), which funds methodological advice or student assistants collecting or analysing data.

## 4. Projects and visibility

We offer scholarship projects a platform via the [CAT website and newsletter](#). Multiple experts focus on educational scholarship, e.g., multiple educational consultants, a senior fellow and PhD student. A range of PhD students in several faculties focus on discipline-based educational research.

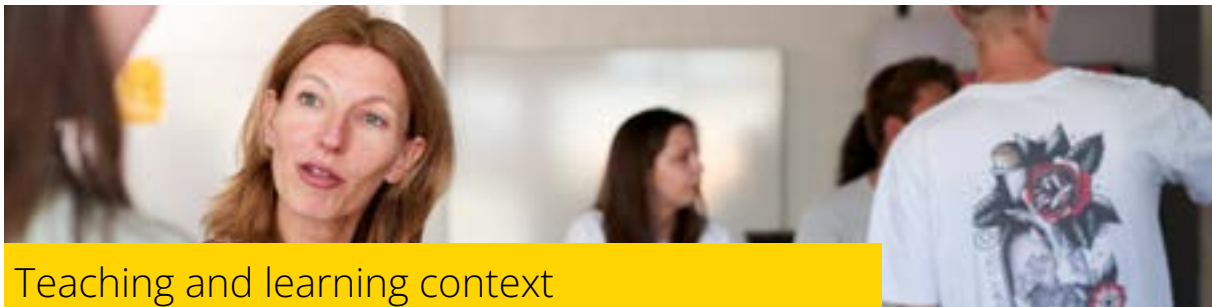


## Conference theme: Context Matters

'Context Matters' is the theme of ISSOTL2023. With this theme, we not only aim to stress the importance of SoTL in generating context-specific knowledge; we also want to address the importance of different contexts for SoTL.

Within the theme 'Context Matters', we distinguish four different types of context:

- the teaching and learning context,
- the disciplinary context,
- the institutional context and
- the geographical, sociocultural and political context, including language.



Every SoTL project is situated within a specific context of a teaching and learning practice. This context influences not only the possibilities, but also the outcomes of a SoTL project. Important aspects to consider within the teaching and learning context include the following:

- the characteristics of the student population, such as ethnic background, cultural background, study year, prior knowledge and socio-economic class
- the type and place of course(s) in the programme and course objectives central in the SoTL project
- the expertise and participation of (supportive) teachers and other staff members
- organisational aspects like scheduling opportunities and ICT support

Relevant to the teaching and learning context of a SoTL project is also the teaching and learning philosophy of the teachers and the university, such as a student- or teacher-focused approach, encouragement of innovative teaching methods, or attention for interdisciplinary or community engaged learning.



## Disciplinary context

Teachers that are engaged in SoTL often have a specific disciplinary background with an own ademic identity, epistemology, research paradigms and methodological approaches. If teachers want to be involved in SoTL, or already are, they bring the strengths of their disciplinary research approaches with them. On the other hand, they often need to cross disciplinary research boundaries and and familiarise themselves with the culture of a new field, which can be complex and challenging. Identifying and discussing disciplinary contexts effects will help in better supporting faculty to overcome these research boundaries and embrace new paradigms related to SoTL research.



## Institutional context

Establishing a SoTL culture depends on the institutional way of recognition, reward and support of SoTL. Examples are the role that SoTL plays in tenure, promotion and quality assurance, and, opportunities offered at institutions to engage in SoTL such as local conferences and grants. This conference offers opportunities to share and take out best and worst practices and to obtain a overall view of the successes and barriers to creating a supportive and engaging SoTL culture within institutions.



## Geographical, socio-cultural, language and political context

To take the SoTL context to a more meta level, one could think about the national, financial, cultural and language elements that play a role in SoTL. Is every county equally (financially)

equipped to establish and support a SoTL culture? What specific issues do institutes in different countries encounter in relation to SoTL? One contextual element is language, for example, that in some languages, such as Swedish or Dutch, there is no translation for SoTL. And importantly when thinking about socio-cultural context, are we inclusive, diverse, and equitable in our SoTL communities and in the studies we conduct.



### Utrecht ISSOTL 2023 as a context in itself

The theme 'Context Matters' also reflects our aim to create a rich reflective conference atmosphere that stimulates and facilitates the sharing of insights and experiences with regard to SoTL—in other words, to mutually learn and inspire. Therefore, participant interaction will be strongly encouraged, and we aim to use these days to further improve our collective thinking of SoTL. The physical location offers an inspiring, highly interactive setting for this conference, and the conference set-up and activities are designed to encourage collaboration and discussion. The unique location of this conference, in the Spoorwegmuseum (Railway museum) will be supportive in putting us 'on track' and 'in motion', both literally and figuratively.



## Venues

The conference will be hosted across four different venues. From Wednesday, November 8th to Friday, November 10th, the primary venue will be the Railway Museum, known as the Spoorwegmuseum in Dutch. It is conveniently situated within walking distance of the city center and the conference hotels. On Thursday, November 9th, and Friday, November 10th, the program will also include Leeuwenbergh building, which is a brief 5-minute stroll from the Spoorwegmuseum. On Friday, November 10th, there will be paper presentations and panel discussions at Sonnenborgh building, approximately an 8-minute walk from the Spoorwegmuseum. Finally, on Saturday, November 11th, the conference will take place at the University Hall of the University of Utrecht, located right in the heart of the city center. Furthermore four presentations are scheduled to occur at Paushuizen building.

**Please keep in mind that it will require some time to reach both Leeuwenbergh and Sonnenborgh during the conference. Make sure to depart from the Spoorwegmuseum with enough time to arrive punctually for your session. Students, identifiable by their distinctive umbrellas, will lead you to both destinations: red umbrellas for Leeuwenbergh and blue umbrellas for Sonnenborgh.**

**Paushuizen is a 3-minute walk from the Academiegebouw. Please keep in mind to go there directly if you plan to attend the first session on Saturday morning in this building.**

If you have limited mobility and face difficulties walking to the various conference locations, or within the locations itself, kindly approach one of our team members at the registration desk or send an email to [HER@uu.nl](mailto:HER@uu.nl) before the conference commences. We will ensure that you have the necessary assistance to reach your conference venues throughout the entire week.





## The 'Spoorwegmuseum' (Railway Museum)

The conference will mostly take place in Het Spoorwegmuseum (Railway Museum). This beautiful, historic museum is located in the former Maliebaanstation and is at a walking distance from the city center of Utrecht.

### **Spoorwegmuseum** ***Railway museum***

Maliebaanstation 16  
3581 XW Utrecht

You will enter Het Spoorwegmuseum through the historic entrance of the Maliebaanstation, dating 1874. The station has been completely restored to the original features of railways through the centuries. You will see some richly painted hallways with chandeliers, waiting rooms for the first, second and third class, a luxurious dining room and even toilets in the style of the nineteenth century. It will make you feel like a passenger travelling through time.

Over 100 years ago, 1st and 2nd class passengers awaited the arrival of their trains in this luxurious space. They had paid dearly for a ticket and so were content only with an equally comfortable waiting room. The royal waiting room is a special waiting room: it comes from The Hague State Railway Station, demolished in 1974, and this is where Queen Wilhelmina waited for her royal train.

### **History**

From 1874 to 1939, the Maliebaanstation functioned as a train station. With the arrival of other train stations nearby and better connections, the Maliebaanstation became redundant. As early as 1910, plans to establish a railway museum were being made. Railway official G.W. van Vloten collected everything related to railway history, but a location to set up a museum was lacking for a long time. The collection moved several times until the president of the Nederlandse Spoorwegen (Dutch Railways) F.Q. den Hollander, brought about the establishment of a museum in the abandoned Maliebaanstation. In 1954, the brand new Spoorwegmuseum was opened here.





### **House rules of 'Het Spoorwegmuseum' (The Railway Museum)**

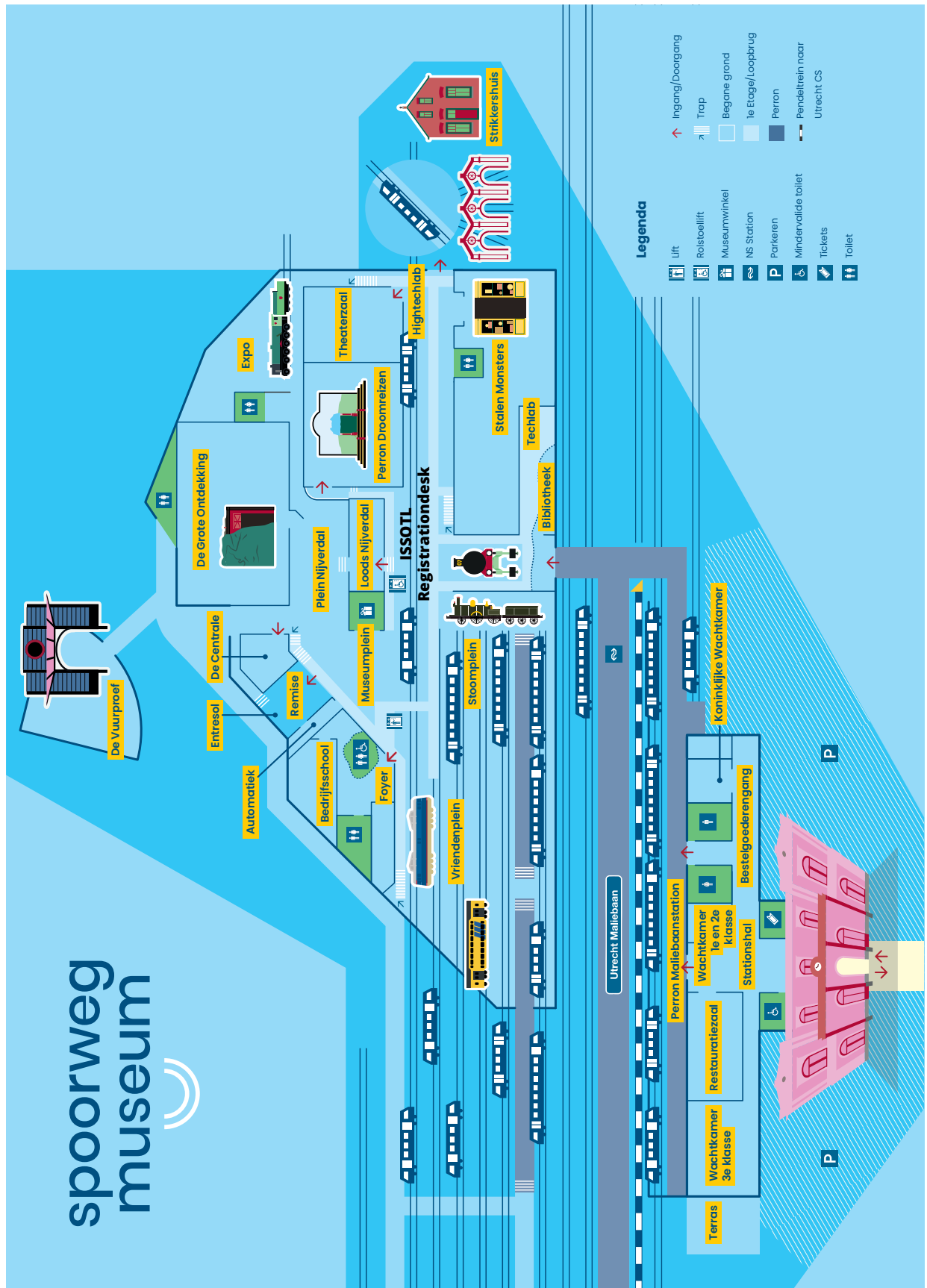
Due to the historical significance of the Spoorwegmuseum, we kindly request that all participants show their utmost respect for the museum's rules.

In the museum complex, you are prohibited from:

- smoking in all areas;
- *bringing food and beverages into the Koninklijke wachtruimte (the Royal Waiting Room), and the trains: Blauwe Engel and Blauwe Roemeen.*
- carrying any dangerous objects or substances, including, but not limited to, walking sticks, umbrellas or larger bags, in the opinion of an official of Het Spoorwegmuseum recognizable as such; these may be deposited at a place to be designated by Het Spoorwegmuseum;
- touching exhibits and exhibition materials such as display cases, lighting, dividers and the like, unless expressly and explicitly permitted to do so;
- sitting on, climbing on, defacing or scratching the material;
- climbing onto signal poles, fences, etc.
- moving collection items and furniture themselves;
- using adhesive tape, painter's tape or other types of tape to attach things to the museum's walls (e.g. posters).

Thank you so much!

The Spoorwegmuseum (Railway Museum) - map







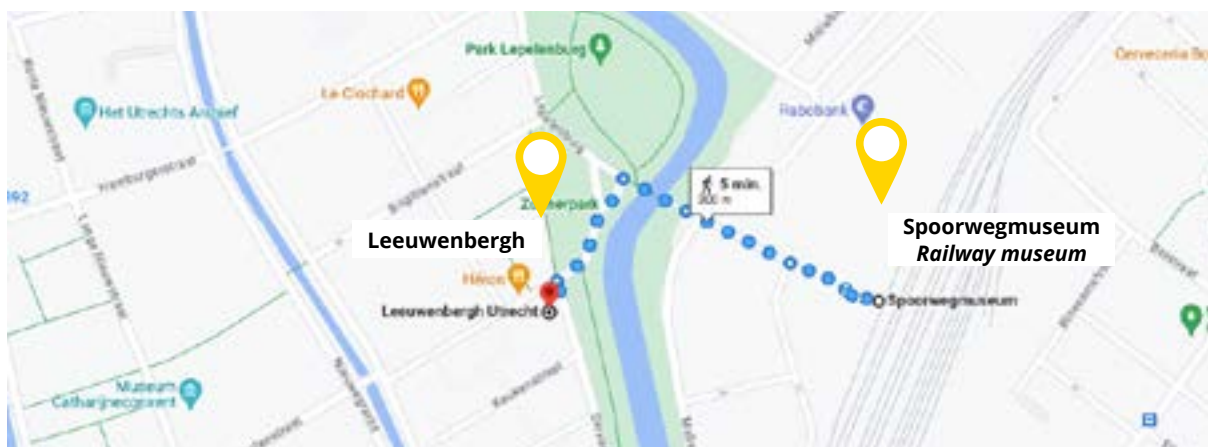
## Gasthuis Leeuwenbergh

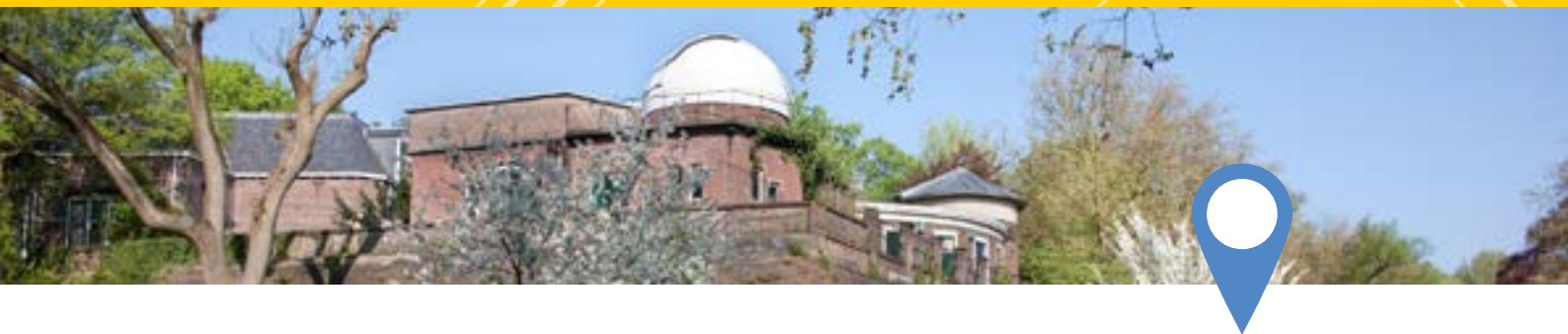
Gasthuis Leeuwenbergh is named after the Utrecht Agnes van Leeuwenbergh (ca. 1500-1562), the wealthy widow of the Arnhem councillor Steven van Rutenborch. Agnes had stipulated in her will that part of her capital be spent on the establishment of a house a house for those suffering from the plague in Utrecht. In 1567, five years after her death, the building at Servaasbolwerk was completed. Although the plague epidemic had all but passed, the building served for a long time as a hospice for the poor and sick. Over the centuries, the this well-known building has served the city of Utrecht in many capacities.

**Gasthuis (Guesthouse)  
Leeuwenbergh**  
Servaasbolwerk 1a  
3512 NK Utrecht



- As you can see from the map below, this location is a five-minute walk from the Spoorwegmuseum. Please keep this in mind when attending a session at this location.





## Sonnenborgh Observatory

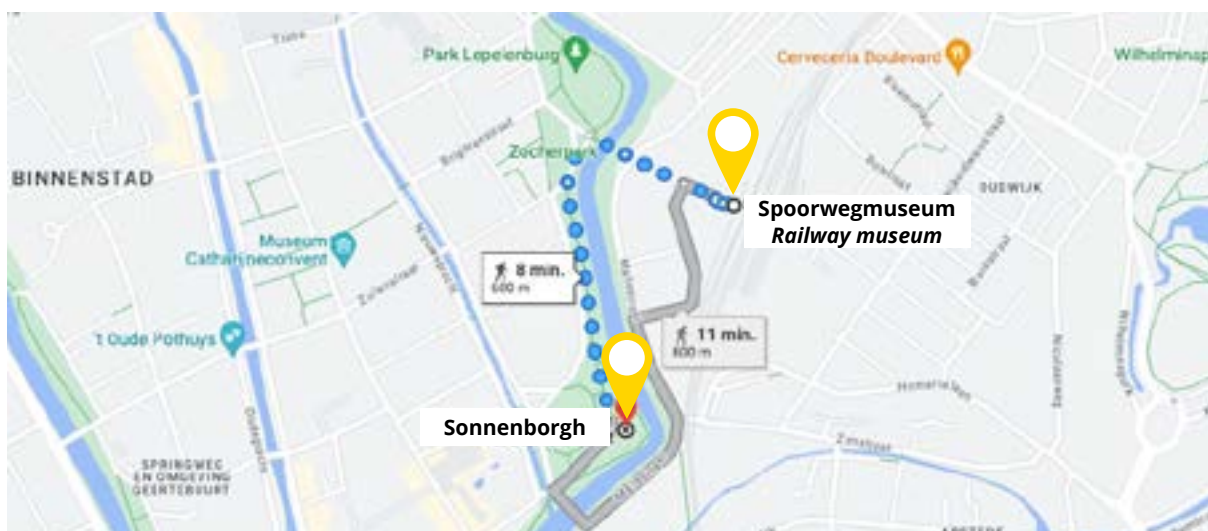
The Sonnenborgh Observatory is about a 10-minute walk from the train museum however, this is an exceptionally unique place and well worth the visit. Please make sure to attend at least one session in this special building.

**Sonnenborgh**  
Servaasbolwerk 1a  
3512 NK Utrecht

Sonnenborgh Observatory is an astronomical observatory and museum open to the public. It was founded in 1853 as a university observatory of the University of Utrecht. From 1854 until 1897 it was the first home of the Royal Dutch Meteorological Institute.



- This location is about a 10-minute walk from the Spoorwegmuseum. Please keep this in mind
- when attending a session at this location.







## Academiegebouw (University Hall)

'Het Academiegebouw' (University Hall) is a venue steeped in history! On the final day of the conference, we will gather here for a variety of paper presentations, workshops, panel discussions, and a keynote speaker.

### **Academiegebouw (University Hall)**

Domplein 29  
3512 JE Utrecht

Het Academiegebouw on the Dom Square in Utrecht is the ceremonial heart of the city and the face of Utrecht University. It is where students graduate and where promotions and inaugural lectures take place. It serves as a venue for debates, lectures and conferences. The Academiegebouw attracts between one hundred and two hundred thousand visitors annually.

The oldest part of the Academiegebouw, the Aula, has been in existence since 1462. In 1579, the Union of Utrecht, which is considered the beginning of the Dutch state, was signed here. In front of the Academiegebouw stands a statue of Count Jan van Nassau, that commemorates this event.

Utrecht University was founded in 1636 and was bequeathed the Aula. The University chose the motto Sol Iustitiae Illustra Nos (Sun of Justice, Enlighten Us) and a sun (Sol) as its symbol. The Sol can also be seen in the University of Utrecht's logo. The motto can be found on the sun globe on the Dom Square and on one of the sculpted facades on the exterior of the building.

In 1886, the university celebrated its 250<sup>th</sup> anniversary. The citizens and the province decided to present het Academiegebouw to the University of Utrecht. The acquisition of this new building accommodated the growing demand for educational spaces and academic ceremonies.



## Academiegebouw (University Hall) - map

### Ground floor



### First floor







## Paushuize

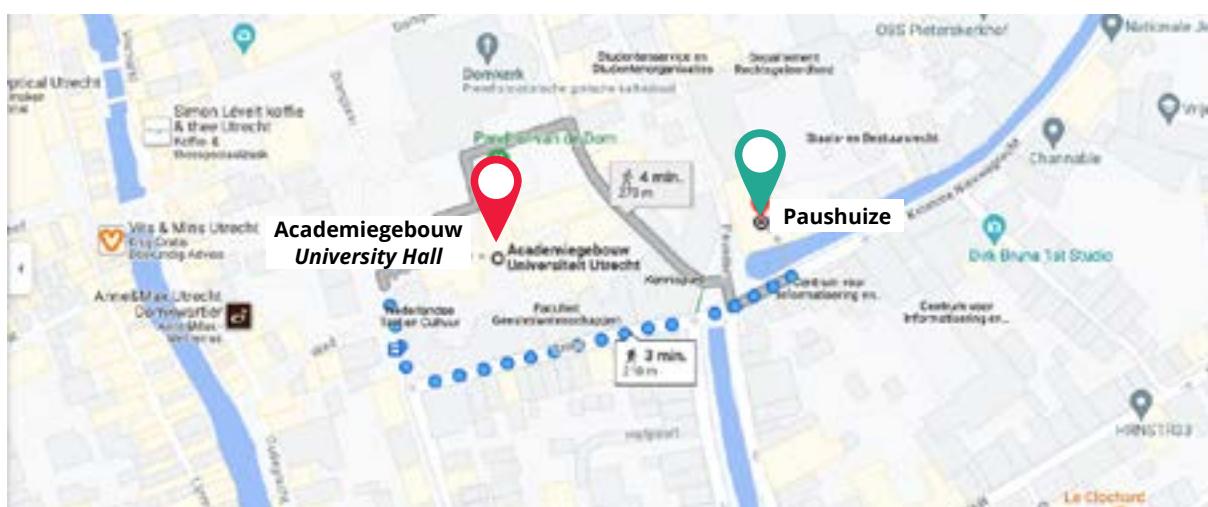
Paushuize was built in 1517 as a home for the later Pope Adrian VI. The only Dutch pope the Vatican has ever known. Although he never lived there, it has always been popularly called "Paushuize," as a tribute to the famous fellow townsman.

## Paushuize

Kromme Nieuwegracht 49  
3512 HE Utrecht



- Paushuize, located at Kromme Nieuwegracht 24, is just a 3-minute walk from the
- Academiegebouw. Please remember to proceed there directly if you intend to attend the first
- session on Saturday morning at this venue. If you plan to attend a session from 10:45 to 11:45,
- ensure you return in time for the last keynote presentation in the Academiegebouw, which
- starts at 12:00. Coffee and tea will be available at this location in the morning and during the
- coffee break.



## General information

### Registration desk

The registration desk will be in front of Loods Nijverdal at the Spoorwegmuseum. The registration desk will be open from Wednesday till Friday from 8:00 am until the end of the program of that day. On Saturday the Registration desk will be under the main stairs of the Academiegebouw and open from 8:00 am until the end of the conference.

- ***If you have any questions or comments during the conference, please visit the registration desk where you will always find a member of the conference team available to assist you with your inquiries or any requests that you may have. If you have any inquiries before the conference, please send an email to [HER@uu.nl](mailto:HER@uu.nl) or, in urgent cases, call +31 30 253 6638.***

### Contact

Exclusively for conference presenters encountering issues or unforeseen delays preventing them from attending their session or arriving on time, kindly reach out via email to [HER@uu.nl](mailto:HER@uu.nl) or phone: +31 30 253 66 38.

### ISSOTL app: SCHED

Without an app, you don't really count ☺. Therefore, during this conference we are happy to introduce the ISSOTL app! In this app you can:

- Discover which speakers are present
- View the different abstracts
- Create your own program
- Send messages to other participants



And much more! So download app 'SCHED' in your app store, search ISSOTL23 and discover! (note: this app is available from November 7)

### Program changes

Changes to the program will be updated in SCHED. Please check for changes daily.

### Internet - Wifi

At Het Spoorwegmuseum:

Participants can log in to the Spoorwegmuseum's open network, they do not need a code for this. For the speakers/workshop leaders, we will put the code ready in the room on the day for the business network.

At Gasthuis Leeuwenberg:

Network: ConcertLab guests  
Wachtwoord: ListenMusic1A

At Sonnenborgh:

Network: Public  
Wachtwoord: starlight (all lower case)

**At Academiegebouw:**

There is wifi in the property that guests can scan via a QR code. There are also additional access codes for international guests.

**At Paushuizen:**

Network: Paushuizen (WPA/WPA2 key)  
Wachtwoord: PausHuize

**Photo, video and museum**

At the conference, both photographs and video recordings will be taken. If you prefer not to appear in any photos or videos, kindly wear the 'orange' bracelet, which can be obtained at the registration desk. **Please remember to always display your conference lanyard. This is essential to help both the museum staff and photographer differentiate ISSOTL visitors from regular museum guests.** Your cooperation is appreciated.

**Wardrobe**

A coat check with a full day attendance is available at the Spoorwegmuseum near the registration desk in the main building.

**Luggage Storage**

There will be a storage facility with limited space at the conference venues.

**Lost and found**

Any found item may be turned in at the Registration Desk.

**Parking**

We encourage all participants to travel on foot, by bike or by public transport. There is a limited parking space at the Spoorwegmuseum. Parking at the Spoorwegmuseum is not free. The cost is €9.92 excluding VAT per parking ticket and participants can purchase a ticket at the box office between 10 a.m.-5 p.m. The nearest car park for the Academiegebouw is located at the Springweg, a ten-minute walk from the University Hall.

**Electricity**

The electrical supply in the Netherlands is 220 Volts, 50 Hz. Electric devices use continental-style two-pin plugs.

**Emergencies**

In an emergency, dial 112. For the police in general (no urgency) call 0900-8844

**Social media**

We invite you to share your incredible experiences not only from the ISSOTL23 conference but also from your time in Utrecht and the beautiful Netherlands. Join the conversation by using the hashtags #ISSOTL23, @ISSOTL, and @CAT\_UUcentre on social media. Let's connect, engage, and celebrate our collective journey at ISSOTL23!

### **Weather and clothing**

Dutch weather in November can be quite cool and wet at times, so you will need to pack a coat or umbrella. November is the wettest time of the year, so you can expect around 90mm of rainfall spread over the month. The average temperature is around 9°C (48°F) with chilly lows of just 4°C (41°F) at night.



While the various venue rooms are expected to be adequately heated, it is worth noting that some areas might still feel a bit cool. Therefore, it is advisable to dress in layers and remember to bring a sweater. Additionally, since there will be a fair amount of walking both within the museum and between different locations, please wear comfortable footwear.

### **Warning alert**

If you are already in the Netherlands on November the 5th, please be aware that on the first Monday of every month our Warning, Alert, and Alarm System (WAS) is tested. The WAS is a crucial crisis communication tool utilized in the Netherlands during disasters, crises, or other significant incidents. Comprising a network of 4,278 sirens spread across the country, the WAS plays a vital role in alerting the public. In most Dutch municipalities, including Utrecht, the sirens undergo a monthly test on the first Monday of the month at noon. When you hear the sirens during this testing time, there's no need for any specific action on your part. The test typically lasts around 90 seconds.



## At the conference

### Loods Nijverdal – Conference Commons

The Conference Commons serves as a distinctive feature at ISSOTL's yearly conferences. Within this year's Conference Commons at Loods Nijverdal, you have the opportunity to reconnect with both new and familiar colleagues, browse through books authored by ISSOTL participants, unwind, engage in enjoyable, train-related board games, and interact with Teaching and Learning Inquiry (TLI), your mentor or (fellow)buddies, and with Senior Fellows from the Centre for Academic Teaching and Learning (CAT), Utrecht (see program). So, be sure not to overlook the chance to immerse yourself in this exceptional atmosphere.

### Royal Relaxing Room

If you are looking to escape the hustle and bustle of the conference and take a moment to unwind, you can find a peaceful retreat in the **Koninklijke Wachtkamer**. Please note that in this space, absolutely no food or drinks are permitted.

### Museum

The Railway Museum will remain accessible to general visitors during the conference, so kindly take this into consideration. The benefit of this arrangement is that conference participants will have access to all the museum's attractions as well. Visit the Great Discovery Travel back in time to 1839 and relive the sensation. Watch out: it's dark down in the mine shafts... And for all of you 'daredevils', make sure you go on the 'Steel monsters' rollercoaster.

In addition, you can't miss the Bluebord in the plenary lecture room (Expo). It is a gigantic 'blue board' –over 6 metres long, 7 metres wide and weighs 3,000 kilos. The board has been part of the museum's collection for several years and used to hang in Utrecht Central Station, where it provided travelers with much-needed information.



### Expo

In the Expo you'll find our Context Cabinet! We invite you to bring a special item from your own 'context' to share as a gift with another participant. This could be a unique object, a book, a cherished local recipe, a local poem, or a framed picture. For example, if you're from Utrecht, you might bring a Dom tower keychain, a can of stroopwafels, the recipe of Dutch pancakes, or plastic tulips. You can either bring it from home or craft something yourself. (If you want to purchase something, please limit the value of this item to 10 euros, 10 USD, or around 15 Australian Dollars.) Please ensure that your item complies with [customs regulations](#). You don't need to wrap your present. In addition, include a brief note explaining what you've brought and why, and feel free to sign it with your name and/or email address, though this is optional.

Upon your arrival at the conference, place your gift in the 'Context Cabinet' located in the main Expo Hall. Throughout the conference, you can explore the diverse offerings. On Friday, during the poster session, you can choose a gift to take home. The golden rule is that you can receive a gift if

At the conference

you also contribute one. We look forward to witnessing the 'Context Cabinet' brimming with your delightful and intriguing context gifts.

### Photobooth

Join us on Wednesday during the welcome and the walking dinner for a Railway-themed SoTL Photo Booth experience like no other! As you savor the delicious walking dinner delights, don't forget to swing by the booth for a quick snapshot or two. Share your snapshots with our event hashtag #ISSOTL23 to spread the laughter and camaraderie beyond the booth.

This photo booth is all about celebrating your passion for teaching and learning in a lighthearted way. So, join us on Wednesday, embrace the Dutch Railway spirit, and make your SoTL experience unforgettable!

### Books

If you have authored or co-authored a book on SoTL, education, or teaching and learning, we kindly invite you to bring a copy with you. These books will be showcased in the conference Commons Room throughout the event. If you'd like to provide a no-cost copy of your book to participants, we'll distribute it on the final day of the conference through a lottery system.

### Welcome and walking diner

Join us on Wednesday, November 8th, starting at 4:30 PM for a warm welcome at the Vriendenplein, where a refreshing drink will be waiting for you. Following the Welcome to ISSOTL23 ceremony, indulge in a delightful 'walking dinner' featuring an array of scrumptious street-food options.

### Conference Lunch & Refreshment Breaks

Lunch, coffee and tea on Wednesday will be served in the Foyer of the Bedrijfsschool. On Thursday and Friday lunch will be served at the 'Vriendenplein'. You will have the option to pack your lunch and bring it along for a leisurely outdoor stroll. Coffee, tea, and other refreshments will be served the whole day at the Vriendenplein, and in the 'Bestelgoederengang' (try saying that in Dutch ☺), close to the entrance hall of the station.



- Please be aware that Sonnenborgh does not offer catering services. However, between 15:30
- and 16:00, coffee and tea will be available for those planning to remain at this location for the
- subsequent session.

On Saturday, coffee and tea will be available at both the Academic Building and Paushuize. Please note that you will be responsible for your own lunch on Saturday.

### **Lunch registration**

On Thursdays and Fridays, lunch is available at the Railway Museum. These are served in two different rounds, for catering purposes. At the registration desk, you can find cards for either the first or second round of lunch on each day. Please feel free to select a card corresponding to your preferred lunch session. When registering, you will be given the option to indicate for both days whether you would like to take advantage of the first or second round of lunch. We advise you to thoroughly explore the program and decide which sessions you want to attend: this way you can make the appropriate decision of which lunch session fits your. Please be aware that we cannot guarantee availability for your chosen lunch session. Lunch sessions will be assigned on a first-come, first-served basis.

### **Food and beverage**

At Utrecht University, we are dedicated to achieving climate neutrality by 2030. In line with our university's commitment to sustainability, we will exclusively provide vegetarian and vegan options for food and beverages at this conference.

We sincerely hope that, as a participant, you will join us in supporting this environmentally friendly initiative and find delight in the delicious food options that will be served. Allow yourself to be pleasantly amazed with the food and savor the chance to taste authentic Dutch delicacies such as 'stroopwafels' and Dutch liquorice. We do fully understand that you may have your personal preferences when it comes to dining. Therefore, we have composed a list of outstanding restaurants in the area that offer a diverse selection of meat, fish, and plant-based dishes to cater to your dining preferences.

### **Dining outside the Conference**

Please ensure that you make a reservation promptly, as availability may fill up quickly. For local restaurant recommendations, see our list of suggestions on page 84 and 85.



## Utrecht

The Netherlands is among the 20 safest countries in the world and Utrecht is by far the safest of the 5 largest cities in the Netherlands. However, as with any urban environment, it is always important to be aware of your surroundings and take necessary precautions to ensure your safety. It is recommended to stay in well-lit and populated areas, especially at night, and to avoid carrying large amounts of cash or valuables. Additionally, it is important to be aware of any current safety warnings or alerts issued by local authorities.

### **Biking in Utrecht**

In Utrecht, cycling is the primary mode of transportation. Numerous hotels provide bike rental services, and if they don't, you can easily rent bikes from various locations throughout the city. However, it's important to note that cycling in Utrecht comes with a cautionary note. It demands proficient biking skills, as the streets can become quite congested and bustling. Therefore, it's advisable to carefully assess your own abilities and comfort level before deciding if cycling is the right choice for you.

### **Public transport**

The conference locations are within walking distance of all major hotels and the city center. Should you want to use public transport (bus or tram) you can pay in the bus via:

- A contactless credit card from Mastercard or Visa (issued by ICS).
- Any foreign contactless debit cards or credit cards from Maestro, VPAY, Mastercard, and Visa.
- A smartphone that is linked to one of the above-mentioned debit cards or credit cards for contactless payments.

If you wish to travel to various places in the municipality of Utrecht, including Leidsche Rijn and Haarzuilens, the U-OV Day ticket (Dagkaart) Utrecht is the ideal ticket for you. The U-OV Day ticket can be purchased at the OV Service & Tickets stores conveniently located in the main hall of Utrecht Central Station (trains). This ticket is not sold on the bus.

### **Taxi companies in Utrecht**

Of course, taxi companies are also available. Here are a few fine taxi companies:

- Sneleentaxi - +31 85 303 6816
- UTC - +31 30 7 777 777

### **Shopping and eating out in the Netherlands**

The currency used for transactions in the Netherlands is the Euro. While stores and restaurants may still accept cash payments, the use of debit or credit cards (PIN payments) is becoming increasingly common. It is advisable to check in advance whether cash payment is possible, but generally, PIN payment is the preferred method.

If you happen to have foreign currency, such as U.S. dollars or British pounds, and you wish to exchange your money, you have a few options. Some major banks offer currency exchange services, but the most convenient option is to locate a GWK Travelex, which is a currency exchange office



often found at major railway stations and airports. You can easily find the nearest GWK Travelex location and check the current exchange rates online.

Prefer not to carry a large amount of cash? If you possess a foreign debit or credit card, you can typically manage your expenses quite comfortably in our country. You can use your card directly at stores or withdraw cash from an ATM. Nowadays, most ATMs look alike as several major banks have collaborated to provide what they call "Cash Mats" which are yellow-colored ATMs accepting virtually all bank cards. However, it's worth noting that with the increasing popularity of contactless payments, the number of ATMs is declining significantly. You can easily locate an ATM near you online. Importantly, having a Geldmaat (ATM) nearby doesn't necessarily mean there's a bank nearby as the number of banks is also on the decline, so please keep that in mind.

Utrecht has a beautiful city center with many restaurants. Yet, even on weekdays, they fill up quickly so we recommend making reservations. There is plenty of information online about the numerous restaurants the city has to offer and you can often make a reservation right away - that way you can be sure you won't miss out.

Also important to know: tipping is not mandatory. Hospitality staff in the Netherlands are paid enough to make ends meet. Tipping is a reward for good service and is a nice extra.

In the Netherlands, you can decide for yourself whether to tip and how much. The rule of thumb is often 5 to 10 percent of the amount, if you eat out. If you are having a drink on the terrace, rounding up is often enough. At a hotel, the tip is included in the price. That often consists of a 15 percent service charge.

Should you have a bite to eat with other conference participants, according to Dutch tradition (Going Dutch) it is quite common to split the bill. If there are two of you, the waitress will not be surprised if you ask if you can both pay half. If you are with a group, the advice is to have one person pay the total bill (for the waitress' convenience) and settle the bill together with your table mates afterwards.

### **Utrecht University Store**

At UU, you can purchase a variety of fun souvenirs, clothing, promotional gifts, and other gadgets at the Utrecht University Store. A limited selection of items is available at the University Hall (Academic Building) on Domplein 29 during during business hours. Please note that they are closed on Saturdays. For those of you also visiting the Utrecht Science Park, there is a shop at the reception desk of the Academic Building located at Heidelberglaan 8. You can explore the entire range of products on the [webshop](#).



## Social Programme

We would love to show you the highlights of our beautiful city of Utrecht. Join us for one of the cultural activities we are organising especially for ISSOTL participants!

### Activity 1: Climb the Dom Tower with us!

Standing at a height of 112 metres, the Dom Tower is the iconic symbol of Utrecht. During the course of the last 700 years, the tower has stood witness to much of Utrecht's tumultuous past. Join us for a climb to the top via the staircase or take the elevator, for stunning views over the city and its canals below. Please note: we have arranged this tour twice, on both Wednesday afternoon (8/11) and on Saturday afternoon (11/11). Please select one if you would like to join us. It is possible to combine this tour with the DomUnder Tour.



### Activity 2: Explore 'DomUnder'

Did you know that the city of Utrecht dates back to Roman times? In this tour, we will go down below the Dom square, and explore the historical treasures from 2000 years ago to now, including the tumultuous Middle Ages. Please note: we have arranged this tour twice, on both Wednesday afternoon (8/11) and on Saturday afternoon (11/11). Please select one if you would like to join us. It is possible to combine this tour with the Dom Tower tour.

### Activity 3: A visit to 'Kasteel de Haar' (Castle) & Gardens

Join us for a visit to the largest castle of the Netherlands, located just outside of Utrecht. We will take you there from the conference venue, and back. The castle dates back to Medieval Times, and has a very rich history. Behind almost every door, there's a story to tell! A story about earlier times, different cultures and interesting characters. For instance, in the last century, the castle also frequently hosted members of the international jet-set with their lavish lifestyle; from Coco Chanel and Yves Saint Laurent to Bridget Bardot and Roger Moore, they all left their mark on the sumptuous rooms of the most opulent spot in Utrecht. More information can be found on [www.kasteeldehaar.nl](http://www.kasteeldehaar.nl). We would love to show you around!



Because of the great popularity of these activities, new spots can be booked to visit the Dom Tower, DomUnder and Kasteel de Haar on Saturday afternoon. These spots will become available through the conference app, SCHED.

## Things to do in Utrecht

### Museums:

- Discover the [Miffy museum](#)! - A visit to the Miffy Museum is an unforgettable journey of active discovery: sight, smell, exploration, discovery, activities... through play, we learn so much more!
- [Speelklok museum](#) - the wonderful world of self-playing musical instruments.
- [UMU Universiteitsmuseum Utrecht](#) (University Museum) - Museum for curious minds.
- Museum Catharijneconvent - Wander the halls of a medieval monastery and be enchanted by the most beautiful collection of medieval art in the Netherlands.

### Hiking:

- 5 km city walk along [historical highlights](#) in the centre of Utrecht.
- A short 2.6km city walk along [canals and wharfs](#).
- A [self-contained audio tour](#) - you will receive a link to download the audio of the tour on your phone.
- [Explore Utrecht](#) using an escape room-style game (2 km).
- Another option for a [city game walk](#).

### Boat tour

- [1-hour boat tour](#) - boarding is opposite Broese (closed boat).

### Music and Theatre

- [Tivoli agenda](#) during the week of the conference.
- [Stadsschouwburg agenda](#) - all in Dutch.
- [Activities at the Parnassos](#) during that week on Thursday.

### Other

- [Utrecht flower market](#) at Janskerkhof. Every Saturday.
- Instead of a walking tour - hire a bike and [explore by bike](#). The shortest guided tour is 2.5 hours or a private tour can be booked for an extra €5.
- Visit [castle de Haar](#) - the largest castle in the Netherlands.
- Visit UU's [botanical gardens](#).
- Taste locally brewed beers - [3-hour tour by bike](#).
- Climb the [Cathedral tower](#) (1 hour) or a Cathedral Square highlights tour (1 hour 40 minutes).
- There is also an opportunity to [explore under the Cathedral](#) (an underground tour) (75 minutes).
- Free [lunch concerts](#) at Tivoli - pre-conference only (Friday 3 November).

### Food

- [Broodje Mario](#) - Broodje Mario is legendary. It is impossible to visit Utrecht and not eat a Broodje Mario!
- [Banketbakkerij Theo Blom](#) (bakery) - Taste Domtorentjes: The Domtorentjes from bakery

Theo Blom are a real must try when you visit Utrecht. This sweet treat has been the pastry shop's speciality since 1922. Besides the domtorentjes, you can also get the butter spritzer at Bakkerij Theo Blom. This biscuit has been around since 1888 and is also a typical Utrecht biscuit.

- [Oliebollenkraam Harms & Harms](#) on Neude - typical Dutch treat in winter time.
- [Kaasbar Utrecht](#) - Enjoy 24 different unique Dutch cheeses on a conveyor belt!
- [KLUTS coffee & vegan bakery](#).
- [BROEI Utrecht](#) - Vegan food at the Oosterkade! Yes we are 100 % plant based!

#### Shops

- [Coef Men](#) - High-end fashion.
- [KECK & LISA](#) - Giftshop.
- [Dille & Kamilie](#) - Giftshop.
- [Rood en Bloem](#) - 'Red and Flower' is an urban garden shop in the centre of Utrecht. It is a treasure trove for anyone who loves greenery.
- [BLACKFISH Brand New & Vintage](#) - Extraordinary clothes & magical items, for exceptional people.



## Conference Programme

On the following 6 pages you will find the daily programme. It is best readable in landscape view. Thursday and Friday are split over 2 pages because of the number of simultaneous sessions. During the conference, you can see the programme at the registration desk and hard copies will be available for those who want them.

On page 44 to 62 you will find an overview of all sessions per day.

ISSOTL PROGRAMME

PRELIMINAIRY

WEDNESDAY NOVEMBER 8<sup>th</sup>

TIME	VENUE:	WACHTKAMER 1/2	WACHTKAMER 3	RESTAURATIEZAAL	BEDRIJFSSCHOOL	TRAIN BLAUWE ROEMEEN	KON. WACHTKAMER	LOODS NIJVERDAL	TIME
08:00	08:00	Registrations (all day) MUSEUMPLEIN							08:00
08:30	08:30								08:30
09:00	09:00	Pre-conference workshops, round 1:							09:00
09:30	09:30	Workshop: Fostering RID (Respectful, Inclusive and Diverse) in Classroom Context	Workshop: Designing an Active Learning Course Based on the latest Evidence	Workshop: Using the hands-on Utrecht Roadmap for Scholarship of Teaching and Learning (UR-SOTL) to guide a SoTL project	Workshop: Building SoTL Researcher Capacity to Conduct Scoping Reviews	Workshop: Students as Legitimate SoTL Scholars: Asserting Ourselves and Our SoTL Capacities			09:30
10:00	10:00								10:00
10:30	10:30								10:30
11:00	11:00								11:00
11:30	11:30								11:30
12:00	12:00	Lunch FOYER BEDRIJFSSCHOOL							12:00
12:30	12:30								12:30
13:00	13:00								13:00
13:30	13:30	Pre-conference workshops, round 2:							13:30
14:00	14:00	Workshop: SoTL in a K-16 Context: Decoding the Transition to College	Workshop: The SoTL Guide: A Workshop for Beginning or Rethinking Your SoTL Practice	Workshop: Getting published: Going Public with your SoTL Work	Workshop: I take the 6th - Adding one more Principle to Felten's Principles of Good Practice in SoTL	Workshop: A SoTL informed approach to integrating mental wellbeing into the curriculum: cross context innovation challenge			14:00
14:30	14:30								14:30
15:00	15:00								15:00
15:30	15:30								15:30
16:00	16:00								16:00
16:30	16:30	Drinks and walk in VRIENDENPLEIN		16:45 Workshop New to ISSOTL reception		Tip: Capture your Railway - museum experience at our Photobooth ☺			16:30
17:00	17:00								17:00
17:30	17:30								17:30
18:00	18:00	Welcome to ISSOTL 2023 EXPO		LIVE STREAM: Welcome to ISSOTL 2023 THEATERZAAL					18:00
18:30	18:30								18:30
19:00	19:00	Welcoming buffet (until 21:00) VRIENDENPLEIN							19:00
19:30	19:30								19:30

Royal Relaxing

Take a break, get  
some rest, enjoy the  
silence, or your favorite  
relaxing playlist on your  
headphone.

It's just for quiet  
relaxing, so no  
food and drinks

Conference  
Commons

Sit, chat, meet, greet,  
drink coffee and tea,  
play board games...

TIME	VENUE:	WACHTKAMER 1/2	WACHTKAMER 3	RESTAURATIEZAAL	LEEUVENBERGH	TRAIN BLAUWE ROEMEEEN	TRAIN BLAUWE ENGEL	LOADS NIJVERDAL	TIME	
07:30	Registrations (all day)									07:30
08:00										08:00
08:30										08:30
09:00	MUSEUMPLEIN	Keynote 1: panel discussion EXPO			LIVE STREAM: Keynote 1 THEATERZAAL					09:00
09:30		Coffee break			VRIENDENPLEIN AND BESTELGOEDERENGANG					09:30
10:00		Session 1		LEEUVENBERGH		Poster Journey: Social Sciences and Humanities (e.g. law, psychology, language, (board) games...			10:00	
10:30		Workshop: Assessment and Feedback as Emotional Labour: Managing	Workshop: Getting Outside the Classroom Matters: Theories and	Workshop: Institutional Context Matters for Equity-Minded SoTL	Workshop: Practical and fun action steps to bring diverse colleagues	Workshop: Modelling Universal Design for Learning as a Frame-	Tip: Railway Museum guided tour (payed), starts from Entrance Hall at 11:45	Explore, discover, chat, meet & greet and play (board) games...	10:30	
11:00								Meet two Senior Fellows of CAT, Utrecht University at 11:45 until 12:45 for an informal chat.	11:00	
11:30									11:30	
12:00		Lunch and (fringe) round 1		Fringe: Lunch with a Side Order of Decoding	Fringe: Exploring Nature with iNaturalist	Workshop: How can we maximise equity			12:00	
12:30		Lunch and (fringe) round 2		Workshop: Teaching & Learning Inquiry: A	Let's take a Awe Walk together!	Meeting: Emerging Scholars		12:30		
13:00		Fringe: Learn to Spin Yarn using a Drop		Meeting: Centre for Academic Teaching and				13:00		
13:30								13:30		
14:00		Session 2		LEEUVENBERGH			Poster Journey: Science, Technology, Engineering, Mathematics (STEM)	14:00		
14:30		Workshop: Centering the Advancement of Student Learning in the	Workshop: Are we Cheating? Did ChatGPT write our abstract?	Workshop: Unlived experience: Bringing SoTL to life through fiction	Workshop: Searching and reviewing the literature on SoTL	Workshop: Initiating Collaborations through SoTL's Grand Challenges		14:30		
15:00		Coffee break		VRIENDENPLEIN AND BESTELGOEDERENGANG				15:00		
15:30		Session 3		LEEUVENBERGH			Poster journey: Biology and Biomedical	15:30		
16:00		Panel: Collaborating for Success: Experiences of	Panel: Examining Outcomes from Teaching	Panel: Reflections on Context: The Impact of	Workshop: A Critical Pedagogies Typology	Poster journey: Business and Management		16:00		
16:30		Keynote 2: Strength-based scholarship and good education EXPO			LIVE STREAM: Keynote 2 THEATERZAAL				16:30	
17:00									17:00	
17:30									17:30	
18:00									18:00	
18:30									18:30	
19:00		WACHTKAMER 1/2	WACHTKAMER 3	RESTAURATIEZAAL	LEEUVENBERGH	TRAIN BLAUWE ROEMEEEN	TRAIN BLAUWE ENGEL	LOADS NIJVERDAL	19:00	



THURSDAY NOVEMBER 9<sup>th</sup>

ISSOTL PROGRAMME

PRELIMINARY

TIME	CENTRALE	EXPO	STRIKKERSHUIS	BEDRIJFSSCHOOL	FOYER BEDRIJFSSCHOOL	KON. WACHTKAMER	VRIENDENPLEIN	TIME		
07:30								07:30		
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18:30								18:30		
19:00								19:00		
Registrations (all day) MUSEUMPLEIN										
08:45	Keynote 1: panel discussion EXPO			LIVE STREAM: Keynote 1 THEATERZAAL		Royal Relaxing Take a break, get some rest, enjoy the silence, read or dream away in our Royal Relaxing room. <i>It's just for quiet relaxing, so no food and drinks</i>  Lunch (to go as you wish) will be available between 11:45 and 13:45.		Catering square Coffe, tea, snacks are available all day.		
09:40	Coffee break		VRIENDENPLEIN AND BESTELGOEDERENGANG							
10:00	Session 1									
10:30	Paper Presentations: Authentic Learning	Paper Presentations: Academic Career	Paper Presentations: Online Teaching & Learning	Paper Presentations: Academic Skills	Paper Presentations: Faculty Development					
11:00										
11:30	Lunch and (fringe) round 1									
12:00	Meeting: Publication Committy	Panel: Pedagogical Innovation for Creating	Meeting: Advocacy Committee 1	Meeting: Int. Coll. Writing Groups (ICWG)	Fringe: Silent Disco					
12:30					<i>Swing and dance!</i>					
13:00	Lunch and (fringe) round 2									
13:30	Meeting: Interest group Decoding the Disciplines	Panel: Content, Context, Culture, and Collabora-	Meeting: Interest group Student Engagement &	Meeting: Interest group General Education	Fringe: Silent Disco					
14:00	Session 2									
14:30	Paper Presentation: Teaching in Higher Education	Paper Presentation: Inclusion, Equality and Diversity	Paper Presentation: Authentic Learning & Academic Skills	Paper Presentation: Relationships & Sense of Belonging	Paper Presentation: Institutional Change					
15:00										
15:30	Coffee break		VRIENDENPLEIN AND BESTELGOEDERENGANG							
16:00	Session 3									
16:30	Panel: A decolonial and sustainable ICEL	Paper Presentation: Digital AI	Paper Presentation: Discussing SoTL	Paper Presentation: Supporting SoTL	Paper Presentation: Society & Curriculum					
17:00										
17:15	Keynote 2: Strength-based scholarship and good education EXPO			LIVE STREAM: Keynote 2 THEATERZAAL						
18:00										
18:30										
19:00	CENTRALE	EXPO	STRIKKERSHUIS	BEDRIJFSSCHOOL	FOYER BEDRIJFSSCHOOL	KON. WACHTKAMER	VRIENDENPLEIN			



[illegible]

8 - 11 November 2023 Utrecht, The Netherlands



Centre for Academic  
Teaching and Learning

# FRIDAY NOVEMBER 10<sup>th</sup>

## ISSOTL PROGRAMME

## PRELIMINARY

10 min. walk

CENTRALE		EXPO	STRIKKERSHUIS	SONNENBORGH COLLEGEZAAL	SONNENBORGH TERREPLEIN	KON. WACHTKAMER	VRIENDENPLEIN	TIME
07:30								07:30
08:00								08:00
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19:00								19:00

Registrations (all day)

MUSEUMPLEIN

07:45			Meeting: Advocacy Committee 2				
08:45	Keynote 3: A level playing field: inclusion matters for SoTL EXPO			LIVE STREAM: Keynote THEATERZAAL			
09:30	Coffee break		VRIENDENPLEIN AND BESTELGOEDERENGANG				
10:00	Session 4	Paper presentations: Active Learning	Paper presentations: Interprofessional/Inter-disciplinary Learning &	Paper presentations: First Year Students & Student Wellbeing	10:15 - 11:15	SONNENBORGH	Paper Presentation: Above Panel discussion: Above and below the surface:
10:30							
11:00							
11:30	Lunch and (fringe) round 1		Fringe: Yoga	Panel: The pedagogy of war crimes: a reflective	Workshop: Introduction to Raga and Tala - build-		
12:00							
12:30							
13:00	Lunch and (fringe) round 2		Fringe: Yoga	Panel: Institutional collaborations to	Workshop: Care in Mind: Offering Presence		
13:30							
14:00	Session 5		Paper presentation: Supporting SoTL	Paper presentation: Inclusion, Equality and	Paper presentation: Pedagogical Tools	14:15 - 15:15	SONNENBORGH
14:30							Panel: Co-Constructing a Global Model for
15:00							
15:30	Coffee break		VRIENDENPLEIN AND BESTELGOEDERENGANG				
16:00	Session 6	Paper presentation: Graduate Students	Paper presentation: How to SoTL - Research	Paper presentation: Assessment & Feedback	16:15 - 17:15	SONNENBORGH	Paper Presentation: Panel: Increasing SoTL engagement through
16:30							
17:00							
17:30	Poster journey VRIENDENPLEIN		17:35 - 18:00 Annual Meeting				
17:30							
18:00							
18:30							
19:00							

Royal Relaxing

Take a break, get some rest, enjoy the silence, read or dream away in our Royal Relaxing room.

It's just for quiet relaxing, so no food and drinks

Catering square

Coffe, tea, snacks are available all day.

Lunch (to go as you wish) will be available between 11:45 and 13:45.

ISSOTL PROGRAMME

PRELIMINAIRY

SATURDAY NOVEMBER 11<sup>th</sup>

5 min. walk

TIME	AULA	BELLE VAN ZUYLEN	JOH. WESTERDIJK	MASKERADE	SENAATSZAAL	KANUNNIKENZAAL	PAUSHUIZE LUXEMBOURGZAAL	PAUSHUIZE B. V BLOKLANDZAAL
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Registrations at entrance (all day)

UNIVERSITY HALL (ACADEMIEGEBOUW)

08:45 Session 7

08:30	Paper presentation: Relationships & Sense of Belonging	Workshop: Supporting STEM academics to engage with SoTL	Workshop: How to re- search the impact of Collaborative Online International Learning (COIL)	Workshop: Praxis is SoTL: how theory and practice can work together in SoTL	Paper presentation: Pedagogical Tools	Workshop: Critical analysis of design thinking as a transfor- mative pedagogical tool	Workshop: Using the hands-on Utrecht Roadmap for Scholar- ship of Teaching and Learning (UR-SOTL)	Paper presentation: Academic Skills
09:00								
09:30								
10:00								

10:15 Coffee break ZAAL 1636, THE FACULTY CLUB AND NEXT TO BELLE VAN ZUYLEN

10:45 Session 8

11:00	Paper presentation: Faculty development	Panel: (W)rites of passage: Using the WAP program to prepare university students for reflective	Panel: Navigating Challenges and Reaping Benefits of Long-Term, Multi-Institutional,	Panel: One size does not fit all: how institutional contexts and cultures inform SoTL-focused educa-	Paper presentation: Online Teaching & Learning	Paper presentation: Language, Literacy & Evaluation	Panel: Not theoretical enough? Too com- plicit? Engaging with critiques of academic development	Panel: The Big Tent: a collaborative and collective autoethnography project
11:30								

Keynote 4: Discipline Matters: Considering our SoTL approach

AULA

LIVE STREAM: Keynote

SENAATSZAAL

Conference Closing and Unveiling ISSOTL 2024

AULA

## List of all sessions

### ISSOTL PROGRAMME PRELIMINARY

### WEDNESDAY NOVEMBER 8<sup>th</sup>

#### 09:00 - 12:00 Pre-conference workshop's, round 1

Railway Museum

No.	TITLE	PRESENTER(S)	LOCATION
388	Fostering RID (Respectful, Inclusive and Diverse) in Classroom Context	Nira Rahman	Wachtkamer 1/2
767	Designing An Active Learning Course Based on the latest Evidence	Kirsta Wojdak	Wachtkamer 3
468	Using the hands-on Utrecht Roadmap for SoTL (UR-SOTL) to guide a SoTL project	Femke Kirschner	Restauratiezaal
625	Students as Legitimate SoTL Scholars: Asserting Ourselves and Our SoTL Capacities	Sophia Abbot	"Blauwe Roemeen"
386	Building SoTL Researcher Capacity to Conduct Scoping Reviews	Alix K. Hayden	Bedrijfschool

#### 13:30 - 16:30 Pre-conference workshop's, round 2

Railway Museum

No.	TITLE	PRESENTER(S)	LOCATION
714	SoTL in a K-16 Context: Decoding the Transition to College	David Pace	Wachtkamer 1/2
483	The SoTL Guide: A Workshop for Beginning or Rethinking Your SoTL Practice	Nancy Chick	Wachtkamer 3
376	Getting published: Going Public with your SoTL Work	Mick Healey	Restauratiezaal
623	A SoTL informed approach to integrating mental wellbeing into the curriculum: cross context innovation challenge	Jessica Macer-Wright	"Blauwe Roemeen"
368	I take the 6th - Adding one more Principle to Felten's Principles of Good Practice in SoTL	Melanie Hamilton	Bedrijfschool





## ISSOTL PROGRAMME PRELIMINAIRY

# THURSDAY NOVEMBER 9<sup>th</sup>

**10:00 - 11:30 Paper Presentations, session 1**

**Railway Museum**

### No. TITLE

#### A15 Authentic Learning

- 321 Shaping the Teaching and Learning Context of an Open-Source Global Justice Investigations Lab
- 335 An evidence-informed framework for developing virtual caring skills that can be applied across various contexts
- 638 Is Project-Based Learning (PBL) effective in Chinese college courses?
- 493 Layered Learning: Scaffolding Simulations and Assignments in a Social Work Communication and Interviewing Skills Course
- 849 Exploring Key Elements of User Experience in Gamification of Health Profession Education
- 414 Internships, Diversity Training, and Labour Market/Post-graduate Outcomes for Criminology and Sociology Student Interns

### CENTRALE

#### PRESENTER(S)

Brianne McGonigle Leyh  
Lorelli Nowell  
Gao, Qi  
Michelle Skop  
Certina Ho  
Nathan Innocente

### No. TITLE

#### A1 Academic Career

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

### EXPO

#### PRESENTER(S)

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

### No. TITLE

#### A19 Online Teaching & Learning

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

### STRIKKERSHUIS

#### PRESENTER(S)

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

### No. TITLE

#### A12 Academic Skills

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

### BEDRIJFSSCHOOL

#### PRESENTER(S)

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

### No. TITLE

#### A5 Faculty Development

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

### FOYER BEDRIJFSSCHOOL

#### PRESENTER(S)

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



## ISSOTL PROGRAMME PRELIMINAIRY

# THURSDAY NOVEMBER 9<sup>th</sup>

**14:00 - 15:30 Paper Presentations, session 2**

**Railway Museum**

### No. TITLE

#### A11 Teaching in Higher Education

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

### CENTRALE

#### PRESENTER(S)

Friedman, Zahava  
Chitanand, Nalini  
O'Sullivan, Sara  
Goff, Loretta  
Doerr, Katherine  
Ommering, Belinda

### No. TITLE

#### A7 Inclusion, Equality and Diversion

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

### EXPO

#### PRESENTER(S)

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

### No. TITLE

#### A7 Authentic Learning & Academic Skills

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

### STRIKKERSHUIS

#### PRESENTER(S)

Stowe, Lisa  
Sandvoll, Ragnhild  
Cruz, Laura  
Prier, Andrea  
Holen, Rasa  
Raina, Ketki

### No. TITLE

#### A23 Relationships & Sense of Belonging

- 354 Care in context: How to foster relationship-rich education across cultural-educational contexts
- 363 How do teachers build trust in the university classroom?
- 395 Institutional values - from rhetoric to reality
- 446 Inclusive classroom climate and students' sense of belonging across disciplinary and institutional contexts
- 815 Sense of Belonging and Its Implications for Retention of STEM Majors
- 289 The Fierce Urgency of Antiracist Education: A Competency-based Model

### BEDRIJFSSCHOOL

#### PRESENTER(S)

Machura, Ina Alexandra  
Felten, Peter  
Smith, Susan  
Stewart, Jaclyn  
Mahabaduge, Hasitha  
Copeland, Phillipe

### No. TITLE

#### A8 Institutional Change

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

### FOYER BEDRIJFSSCHOOL

#### PRESENTER(S)

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



## ISSOTL PROGRAMME PRELIMINAIRY

# THURSDAY NOVEMBER 9<sup>th</sup>

**16:00 - 17:00 Paper Presentations, session 3**

**Railway Museum**

### No. TITLE

#### B5 Digital AI

- 617 Developing students' assessment literacies in the context of AI and academic integrity
- 663 How do new Large Language Models like
- 683 Compassionate design with AI: Lecturers design choices for integrating AI in learning activities and assessments
- 485 Academic Integrity vs. Artificial Intelligence: Through the lens of Interactive Oral Assessment

### EXPO

#### PRESENTER(S)

Beynen, Tina  
Ellingsen, Ståle  
Pallitt, Nicola  
Amita Krautloher

### No. TITLE

#### B1 Discussing SoTL

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

### STRIKKERSHUIS

#### PRESENTER(S)

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

### No. TITLE

#### B8 Supporting SoTL

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

### BEDRIJFSSCHOOL

#### PRESENTER(S)

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

### No. TITLE

#### B3 Society & Curriculum

- 509 Learning in action: transforming our students through Teaching and learning context.
- 407 The Effects of COVID-19 on Student Evaluations of Teaching: Evidence from an International Branch Campus
- 751 Students decoding their discipline to inform curriculum development in materials science & engineering
- 579 Student sense of belonging in distance learning: inclusion for autistic and ethnically diverse students

### FOYER BEDRIJFSSCHOOL

#### PRESENTER(S)

Gribble, Lynn  
Davis, Shannon  
Lofgreen, Jennifer  
Sibbett, Lorna



## ISSOTL PROGRAMME PRELIMINARY

# THURSDAY NOVEMBER 9<sup>th</sup>

**10:00 - 11:30 Poster Journey, session 1**

**Railway Museum**

**No. TITLE**

**P7 Poster journey: Social Sciences and Humanities (e.g. law, psychology, language, sports)**

- 342 Graduate Attributes Across Disciplinary Boundaries: From Global Citizenship to Psychological Literacy
- 538 Exploring Co-Creation Initiatives in Intensive Learning Contexts: A Student Perspective
- 618 Investigating the Complexity of Mindset in a Language Learning Context
- 782 Exploring the use of Oral Communication Strategies by Foreign Language Learners in Higher Education.
- 312 Transreading as Writerly Teaching: How recontextualizing course content can revolutionize student learning - *After 10:20*
- 542 ABC for engaging students in Latin courses
- 422 Dancing in Florence: Developing intercultural learning, disciplinary expertise, and understanding of place.
- 292 Practising Pleading Skills in Virtual Reality
- 708 Flipping the Flipped Classroom? Challenges and possibilities of the flipped classroom with a heterogenous student group
- 417 University Led Sports Coaching Project: A Space for Developing Student Success.
- 442 Using AI and Fact Patterns to Promote Critical Thinking Skills
- 608 Individual Differences in the Context of Active Learning
- 575 Listening to Neurodivergent student voice- Supporting transitions to level 1 study

**Train "Blauwe Engel"**

**Nancy Chick (conductor)**

- Harris, Richard
- Newell, Samantha
- Shanks, Clarice
- Kwaffo, Ekua Mensimah Thompson
- Gray, Robert
- Höbejōgi, Kaidi
- Kearns, Lauren
- van Dongen, Emanuel
- Vulkan, Patrik
- Barrett, Gareth
- Redmon, Annette
- Bledsoe, Robert
- Bhandari, Dr Renu

**14:00 - 15:30 Poster Journey, session 2**

**Railway Museum**

**No. TITLE**

**P7 Poster journey: STEM (Science, Technology, Engineering, Mathematics)**

- 332 A review of research-teaching nexus in Science and Engineering
- 346 Exploring experiences of mature STEM students with maths anxiety at a distance learning University
- 568 But why do I need to take this class? – Conducting SoTL-workshops to support instructors who teach required courses
- 710 Redesign model meets reality: Reflections on change approaches applied when a structured model for change meets reality
- 731 Test anxiety, generation in college, and performance: testing a 'cognitive reappraisal' intervention
- 325 Is STEM Education Special?
- 478 Student posters: scientific products and assessment that outlives the course
- 424 NO TITLE - PROP61144893
- 651 Creating inclusive and effective groups in the STEM classroom
- 848 Developing a Patient Safety Culture Training Curriculum for Healthcare Professionals
- 803 Teaching Math for Computer Science Success
- 763 Teaching business in an engineering context: Professional Portfolios as a career planning resource
- 330 Redemption scripts: supporting artist-teachers to use SoTL to educate for desistance in the context of incarceration
- 754 Widening the bottlenecks in Computer Science Education: Reflecting on two decades of scholarly engagement

**Train "Blauwe Engel"**

**Rie Troelsen (conductor)**

- Maroufi, Samane
- Pawley, Susan
- Erber, Eva
- Holtermann, Kristin
- Thormodsæter, Ruben Schelbred
- Salvato, Lisa
- Soulé, Jonathan
- Colyott, Kaila
- Casey, Jennifer
- Ho, Certina
- Gardner, Kristen
- Marzi, Elham
- Cronin, Ph.D., James
- Nel, Liezel





## ISSOTL PROGRAMME PRELIMINARY

# THURSDAY NOVEMBER 9<sup>th</sup>

**16:00 - 17:00 Poster Journey, session 3**

**Railway Museum**

### No. TITLE

#### **P1 Posters journey: Biology and Biomedical**

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

### Train "Blauwe Engel"

#### **Rachel Forsyth (conductor)**

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

### No. TITLE

#### **P5 Poster journey: Business and Management**

- 323 Practitioner to academic transition identities in a UK digital Business school
- 399 The Pedagogy of a Context-Spanning Educational Assemblage
- 636 The Integrity Pyramid
- 565 The benefits and pitfalls of AI-supported writing tools for teaching and learning – the student perspective
- 774 Claiming the New Context of Statistics for the Social Sciences and Business
- 835 A CLaS (Connected Learning at Scale) Act

### Train "Blauwe Roemeen"

#### **Emanuel van Dongen (cond.)**

- Baxter, Jacqueline
- Bylsma, Paul
- Nickel, Lorelei
- Lausberg, Isabel
- Rivera, Julio
- Lai, Evelyn



## ISSOTL PROGRAMME PRELIMINAIRY

# THURSDAY NOVEMBER 9<sup>th</sup>

### 10:00 - 11:30 Workshops, session 1

**Railway Museum**

**No. TITLE**

**Wachtkamer 1/2**

652 Assessment and Feedback as Emotional Labour: Managing Processes Productively in the Neoliberal Academy

Jennifer Hill

**No. TITLE**

**Wachtkamer 3**

537 Getting Outside the Classroom Matters: Theories and Pedagogies for Teaching and Learning Outside

Jill McSweeney

**No. TITLE**

**Restauratiezaal**

613 Institutional Context Matters for Equity-Minded SoTL Research: Professional Training Strategies for Faculty Developers

Valerie Barske

**No. TITLE**

**Train "Blauwe Roemeen"**

652 Modelling Universal Design for Learning as a Framework towards Antiracism

Carolee Clyne

**No. TITLE**

**Leeuwenbergh**

640 Practical and fun action steps to bring diverse colleagues together to make SoTL work!

Dané Coetzee

### 12:45 - 13:45 Workshops, lunch round 2

**Railway Museum**

**No. TITLE**

**Restauratiezaal**

901 Teaching & Learning Inquiry: A Conversation with the Editorial Team

Editorial team TLI

### 14:00 - 15:30 Workshops, session 2

**Railway Museum**

**No. TITLE**

**Wachtkamer 1/2**

605 Centering the Advancement of Student Learning in the Evaluation of Teaching

Andrea Follmer Greenhoot

**No. TITLE**

**Wachtkamer 3**

806 Are we Cheating? Did ChatGPT write our abstract? Reflections on the use of AI and Communities of Practice in SOTL

Janet Lord

**No. TITLE**

**Restauratiezaal**

492 Unlived experience: Bringing SoTL to life through fiction

Jennie Mills

**No. TITLE**

**Train "Blauwe Roemeen"**

572 Initiating Collaborations through SoTL's Grand Challenges

Lauren Scharff

**No. TITLE**

**Leeuwenbergh**

377 Searching and reviewing the literature on SoTL

Mick Healey

### 16:00 - 17:00 Workshops, session 3

**Leeuwenbergh**

**No. TITLE**

**Leeuwenbergh**

810 A critical pedagogies typology for exploring disciplinary and practitioner approaches to inclusion

Catherine O'Mahony



## ISSOTL PROGRAMME PRELIMINARY

# THURSDAY NOVEMBER 9<sup>th</sup>

**10:00 - 11:30**      **Panel discussion, lunch round 1**

**Railway Museum**

**No. TITLE**

**Expo**

496 Pedagogical Innovation for Creating and Expanding Inclusive Learning Communities

Gunvor Torstensdotter

**12:45 - 13:45**      **Panel discussion, lunch round 2**

**Railway Museum**

**No. TITLE**

**Expo**

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

Phillip Motley

**16:00 - 17:00**      **Panel discussion, session 3**

**Railway Museum**

**No. TITLE**

**Wachtkamer 1/2**

659 Collaborating for Success: Experiences of four Dutch Universities Supporting the Scholarship of Teaching and Learning

Svenne Groeneweg

**No. TITLE**

**Wachtkamer 3**

709 Examining Outcomes from Teaching Diversity Courses: A Longitudinal Analysis of Students' Self-Assessments & Reflections

James DeVita

**No. TITLE**

**Restauratiezaal**

547 Reflections on Context: The Impact of International Micro-Experiences in Health Sciences' Curricula

Shawna Ryan

**No. TITLE**

**Centrale**

744 A decolonial and sustainable ICEL approach? Meeting the current institutional context of Universities

Lorena Sosa



## ISSOTL PROGRAMME PRELIMINAIRY

# FRIDAY NOVEMBER 10<sup>th</sup>

### 10:00 - 11:30 Paper Presentations, session 4

Railway Museum

#### No. TITLE

#### A21 Active Learning

- 476 The Impact on Team-based Learning on Students' Experiences in Statistics Courses in the US and Australia
- 603 Pushing Active Learning to the Extreme: Costs and Benefits
- 732 Nurturing Autonomy with Inquiry-Based Learning
- 785 Case-Based e-Learning tool (CBEL) affects self-confidence in clinical reasoning skills among veterinary students
- 824 Global competency development in engineering students through project-based learning
- 834 Let's Go Pla(y)ces: Bringing Community into the Classroom through Play

#### CENTRALE

#### PRESENTER(S)

Al-Haddad, Serina  
Richardson, Deborah  
Dalton, Jennifer  
Godager, Linda  
Marzi, Elham  
Saggar, Maya

#### No. TITLE

#### A3 Interprofessional/Interdisciplinary Learning & Conceptual Thresholds

- 588 Improving Collaboration in High-Poverty Schools through Interprofessional Education Experiences
- 591 Education across the boundaries of disciplines: designing in-society learning environments in health and social care
- 647 Understanding Student Engagement in the Curtin School of Population Health
- 769 A Contextual Rubric: What is Happening Towards Crossing a Conceptual Threshold?
- 839 Developing Threshold Concepts for Data Science Ethics: A Contextual Approach
- 845 Relationships with place and land matter: A STEAM teacher education semester

#### EXPO

#### PRESENTER(S)

Swift, Sharon  
Bouw, Erica  
Garratt-Reed, David  
Harmon, Brenda  
Tinio, Jerilyn  
O'Connor, Kevin

#### No. TITLE

#### A16 First Year Students & Student Wellbeing

- 365 Social connectedness in higher education: evidence from first year learning communities
- 499 Mentoring Matters: University Alumni Perspectives on Mentoring Experiences
- 684 Just privilege the humanity and being caring above the rules': Rethinking the social and relational dimensions of learn
- 722 An intervention targeting the secondary to tertiary 'transition gap' in academic literacy
- 741 Contextualizing a psychosocial intervention in a Norwegian introductory-STEM course
- 844 Insights from a program-level SOTL project in a Canadian university

#### STRIKKERSHUIS

#### PRESENTER(S)

van der Zijden, Jet  
Moore, Jessie  
Harlap, Yael  
Rennet, Alex  
Cotner, Sehoya  
Zappa-Hollman, Sandra

### 10:15 - 11:15 Paper Presentations, session 4

Sonnenborgh

#### No. TITLE

#### A14 Assessment

- 505 Improvement of achievement and understanding by favoring preparation over differentiation in grading strategy
- 506 Struggling with Scale: Ungrading in the Context of High-Enrolment Courses
- 635 Cultivating a Questioning Mind: Student-Led Question Composition in Large Courses
- 694 Engaging students in assessment negotiation and design: A staff-student partnership that improves assessment literacy.

#### COLLEGEZAAL

#### PRESENTER(S)

Bernstein, Daniel  
Mason, Derritt  
Papaconstantinou, Maria  
Love, Christopher





## ISSOTL PROGRAMME PRELIMINAIRY

# FRIDAY NOVEMBER 10<sup>th</sup>

**14:00 - 15:30 Paper Presentations, session 5**

**Railway Museum**

### No. TITLE

#### A22 Supporting SoTL

- 305 Changing Context: Developing an Education Track in a Research-Intensive University
- 380 Establishing and Sustaining SoTL in Institutions: Commitment, Context, and Collaboration
- 403 The SoTL Seed Program: Impact on faculty and institutional SoTL culture
- 527 Think globally, act locally: Supporting SoTL publications with an institutional journal
- 776 Reading About Teaching: A Teaching and Learning Book Club as a Strategy to Support Instructor Engagement with SoTL

### CENTRALE

#### PRESENTER(S)

- Nolan, Sam
- Kensington-Miller, Barbara
- Briseño-Garzón, Adriana
- Scherrer, Pia
- Stewart, Christie

### No. TITLE

#### A6 Inclusion, Equality & Diversity Thresholds

- 367 What does an inclusive STEM curriculum look like in a online learning context?
- 385 Amplifying under-represented voices through staff/student reverse mentoring
- 490 Individual Niche or Collective Responsibility? Academic Developers and Equity Work in Canadian Teaching and Learning Cen
- 589 Common ground: Using authenticity to make connections in teaching
- 610 Ways to create ethical spaces to enhance learning for Indigenous students: A participatory photography study
- 471 Researching scholarship of teaching and learning in diverse cultural contexts with Living Educational Theory Research

### EXPO

#### PRESENTER(S)

- Potter, Andrew
- O'Connor, Rachael
- Vander Kloet, Marie
- Mottershaw, Stacey
- Jeffs, Cheryl
- Huxtable, Marie

### No. TITLE

#### A20 Pedagogical Tools

- 301 More Effectively Teaching Ethics at the Undergraduate Level
- 317 Exploring TikTok as a tool for instruction and assessment
- 338 Creative Problem Solving for Business Postgraduate Students
- 550 Building curiosity and creativity by teaching students to ask questions using the Question Formulation Technique (QFT)
- 604 Podcast on Quality Improvement and Leadership for Pharmacy Students and Early Career Healthcare Professionals

### STRIKKERSHUIS

#### PRESENTER(S)

- Putman, Cara
- Baker, Jayne
- Kaya, Ece
- Summers, Mindi
- Ho, Certina

**14:15 - 15:15 Paper Presentations, session 5**

**Sonnenborgh**

### No. TITLE

#### A9 How to SoTL

- 423 How do I analyze this? Building capacity for analyzing open-ended survey responses in STEM-oriented SoTL research
- 461 Letters across the Atlantic: An exploration of a hermeneutic approach in SoTL
- 590 SoTL in the Context of Medical Education
- 753 From Peer-Review to Public Interest: Podcasting as a Democratic Medium for SoTL

### COLLEGEZAAL

#### PRESENTER(S)

- Welsh, Ashley
- Stalheim, Odd Rune
- Fedoruk, Lisa
- Doukopoulos, Lindsay



## ISSOTL PROGRAMME PRELIMINARY

# FRIDAY NOVEMBER 10<sup>th</sup>

**16:00 - 17:30 Paper Presentations, session 6**

**Railway Museum**

### No. TITLE

#### A17 Graduate Students

- 302 Amplifying Graduate Student Voices in Online Supervisory Development
- 724 Mission Possible: A Multi-Modal Approach to Teaching Professional Behaviors to Graduate Students
- 328 Assessing Impact of the Learning and Teaching in Higher Education (LATHE) Graduate Program
- 511 From Collaboration to Competence: An Exploration of a Short-Term International Project on Graduate Attribute Development
- 789 Context & Care in Cultivating Emerging SoTL Scholars: What Happens in the Graduate Research Methods Class
- 314 Enabling Effective Online Supervision and Program Designs in Graduate Education

### CENTRALE

#### PRESENTER(S)

Jacobsen, Michele  
Raina, Ketki  
Tatiana Gounko  
Schreck, Cornelia  
Akenson, Ashley  
Jacobsen, Michele

### No. TITLE

#### A10 How to SoTL - Research Tools

- 412 Propositions for Slow Reading in SOTL
- 441 Developing international SoTL with Living Educational Theory Research
- 502 Might love be all we need? A critical exploration of health professions education epistemology and pedagogies
- 503 Fostering Relationship-Rich Education Across Cultural and Disciplinary Contexts: Insights from International Faculty
- 796 Enhancing interdisciplinarity through intentional discussions that reveal commonalities between diverse disciplines
- 397 Ready, set, action! Applying action research during pre-service music clinical experiences

### EXPO

#### PRESENTER(S)

Bozalek, Vivienne  
Whitehead, Jack  
Bunting, Katie  
Nasrollahian Mojarad, Sara  
Hewitt, Sarah  
Danni Gilbert

### No. TITLE

#### A13 Assessment & Feedback

- 326 Mastery Learning - an alternative strategy for assessment and feedback in a first year biology class
- 356 Assessment design principles to support the success of non-traditional students in higher education: A scoping review
- 434 Exploring Feedback Beliefs & Practices in Higher Ed: A Cross-Institutional, Mixed Methods, International Research Study
- 475 Encouraging significant learning in Mathematical Statistics through Portfolios and Interviews
- 650 Exploring the Emotional Responses of Undergraduate Students to Assessment Feedback: Implications for Instructors
- 654 The Multilayered Contexts of Feedback Interactions: Exploring Cultural, Linguistic, and Disciplinary Aspects of Feedback

### STRIKKERSHUIS

#### PRESENTER(S)

Smith, Karen  
Goode, Elizabeth  
Bayraktar, Breana  
von Maltitz, Michael  
Hill, Jennifer  
Bale, Richard

**16:15 - 17:15 Paper Presentations, session 6**

**Sonnenborgh**

### No. TITLE

#### A24 Students as Partners

- 456 How students navigate the feedback process in pedagogical partnership: Attending to power, hierarchy, and vulnerability
- 486 Student participation in curriculum redesign – are their voices heard?
- 715 Adopting the context of teaching and learning in a socially just curriculum: How co-creative research can help
- 773 A model of knowledge mobilization of SoTL with students, for students

### COLLEGEZAAL

#### PRESENTER(S)

Luschen, Kristen  
Førland, Oddfrid  
Jamil, Mohammad  
Woolmer, Cherie



## ISSOTL PROGRAMME PRELIMINARY

# FRIDAY NOVEMBER 10<sup>th</sup>

**10:00 - 11:30 Poster Journey, session 4**

**Railway Museum**

**No. TITLE**

**P6 Poster journey: Educational&Faculty Development**

- 372 Connecting Teacher Education to Research and Practice
- 520 Supporting Educational Change Teams through SoTL
- 597 Sustaining habits of the heart in small disciplines
- 706 Applied/Experiential Learning in Faculty Development: Outcomes from a Faculty Study Abroad Experience
- 721 Pair marking: Working together to improve our teaching
- 771 Shared Context Matters: A Mid-Career Networking Programme to Amplify Agency and Reduce Burnout
- 808 How subject expertise matters in teaching and learning in higher education
- 489 Growing A Partnership for SoTL-Infused Professional Development
- 554 The Development and Integration of the Learn-Apply-Study Framework for Educational Development
- 639 The 'QPRS' Model for Developing a Center of Teaching and Learning Excellence
- 739 Reflection and Integrated Practices: A Rationale and Framework for Faculty Development through SoTL
- 487 Accelerating factors and developmental strategies of sustainable faculty mentoring training programs
- 481 Teaching Faculty Participation, Motivation, and Preparation for Community-Based Learning
- 609 Universal Design for Learning as SoTL pedagogy in an online Diploma in Teaching and Learning in Higher Education
- 329 Social Network Theory: A New Way of Looking at Faculty Development
- 488 Reimagining the 4M framework in educational development - the layers and the players

**Train "Blauwe Engel"**

**Michelle Eady (conductor)**

- Lindahl, Katarina
- Andersson, Roy
- Varga-Atkins, Tunde
- DeVita, James
- Gibson, Nigel
- Boyd, Diane
- Vigmo, Sylvi
- Matthews-DeNatale, Gail
- Friberg, Jennifer
- Marcketti, Sara
- Taczak, Kara
- Kaplar-Kodacsy, Kinga
- Motley, Phillip
- McCarthy, Marian
- Curabba, Brad
- Frake-Mistak, Mandy

**14:00 - 15:30 Poster Journey, session 5**

**Railway Museum**

**No. TITLE**

**P3 Poster journey: Medical, Veterinary & Pharmac**

- 440 Integrating Theory with Basic Clinical Significance Enhances Deep Learning of Pathological Anatomy
- 413 Keeping pace in the age of innovation
- 561 Effect of Team-Based Learning (TBL) on Knowledge in Pharmacology
- 580 Teaching presence: how to facilitate online collaborative learning in higher education?
- 655 It sounds like MUSIC@: the effect of a course with autonomy-supportive teaching strategies on students' motivation
- 361 Stimulating students' curiosity and boundary crossing by providing freedom of choice
- 843 The Great British Baking Show: Gamification of a Speech-Language Pathology Course
- 349 Developing Casing Capability in Professional Master's Degrees
- 562 Students-in-the-lead in the renewal of an interprofessional course in health care sciences: success and failure factors
- 480 PROP59355885
- 738 Using Photovoice with the CHAMPS Initiative: Creating Health Attitudes in Medical Professionals
- 612 A Collaborative Assessment Project Between Pharmacy Organizations - Ontario Pharmacy Patient Care Assessment Tool

**Train "Blauwe Engel"**

**Patrick Maher (cond.)**

- Minajeva, Ave
- Kidwai, Sarah
- Luitjes, Noraly
- Bijlsma, Elisabeth
- van der Veen, Heleen
- Muliaditan-de Koning, Tamara
- Terrell, Pamela
- Wolf, Amanda
- Klerk, Kim-Lara
- Scheerens, Judith
- VanOss, Tracy
- Lee, Annie

**16:00 - 17:30 Poster Journey, session 6**

**Railway Museum**

**No. TITLE**

**P4 Poster Journey: Health Professions & Health Sciences**

- 318 Going Public with the Pedagogy of Patient Participation in Health Professions Education
- 351 Health sciences academic leaders on teaching quality: student evaluations and peer reviews of teaching
- 530 NO TITLE - PROP61857319
- 324 Teaching Implicit Bias Recognition and Management using Inter-Institutional Dialogue to Enhance OT Fieldwork Readiness
- 508 Exploring trends among embedded fieldwork and CliftonStrengths with occupational therapy students' clinical preparedness
- 643 University of Minnesota Faculty-led Occupational Therapy Coaching Experiential Model
- 336 Promoting Interprofessional Socialization Among Healthcare Students in Higher Education
- 755 Learning in Places: Using Place-Based Pedagogy to Contextualize Disciplinary Content
- 846 A Pocket Guide to Quality Improvement (QI): Moving Towards a QI Community of Practice for Healthcare Professionals

**Train "Blauwe Engel"**

**Melanie Hamilton (cond.)**

- Mckendrick-Calder, Lisa
- Egan, John P
- Thiagarajah, Krisha
- Krebs, Kimberly
- Priganc, Victoria
- Sterner Samplers, Camille
- Dolan, Sara
- McArdle, John
- Ho, Certina



## ISSOTL PROGRAMME PRELIMINAIRY

# FRIDAY NOVEMBER 10<sup>th</sup>

### 10:00 - 11:30 Workshops, session 4

**Railway Museum**

#### No. TITLE

841 Exploring the "How" of Alternative Grading Strategies: A Workshop Supporting SoTL Scholars With Implementation

**Wachtkamer 1/2**

Roderick, Leanne

#### No. TITLE

900 Designing Inclusive Faculty Development Programmes According to The Eight Roles of Medical Teachers

**Wachtkamer 3**

Prof. Dr. Vishna D. Nadarajah

#### No. TITLE

319 Depicting SoTL Landscapes of Practice across the Disciplines

**Restauratiezaal**

Jacqueline Dohaney

#### No. TITLE

626 Encouraging new scholars: the SoTL Peer Reviewer of Journals Mentor Program

**Train "Blauwe Roemeen"**

Karin Watson and...

#### No. TITLE

416 Learning for real life: network of interprofessional learning environments integrating healthcare and social services

**Leeuwenbergh**

Josien Engel

### 12:45 - 13:45 Workshops, lunch round 2

**Railway Museum**

#### No. TITLE

758 Workshop using EdVee: a design tool to support collaborative contextual alignment.

**Restauratiezaal**

Dan Trowsdale

### 14:00 - 15:30 Workshops, session 5

**Railway Museum**

#### No. TITLE

781 Mitigating Bias in Assessment: Strategies for Promoting Fair and Equitable Grading Practices

**Wachtkamer 1/2**

Rosemary Tyrrell

#### No. TITLE

752 Feelings as valuable data: Researching emotion in university learning and teaching contexts

**Restauratiezaal**

Kate Ippolito

#### No. TITLE

682 Field Notes: Planning for, and Reflecting On, Teaching Interventions

**Train "Blauwe Roemeen"**

Sarah Thelen

#### No. TITLE

420 Reflecting on Individual and Disciplinary Context Towards Engaging in Projects with Students as Partners

**Leeuwenbergh**

Kris Kim

### 16:00 - 17:00 Workshops, session 6

**Railway Museum**

#### No. TITLE

529 Building an interdisciplinary community of practice: developing the pedagogy of reverse mentoring

**Wachtkamer 3**

Rachael O'Connor

#### No. TITLE

313 Sustainable institutional change: working across contexts for long-term enhancements

**Restauratiezaal**

Claire Hampshire and...

#### No. TITLE

357 A Picture is Worth 1000 Words: Integrating Photo Narration into Your SoTL Practice

**Train "Blauwe Roemeen"**

Laura Cruz

#### No. TITLE

649 Using the MUSIC® model for academic motivation to support and investigate student motivation

**Leeuwenbergh**

Anneke van Houwelingen

## ISSOTL PROGRAMME PRELIMINAIRY

# FRIDAY NOVEMBER 10<sup>th</sup>

### 10:15 - 11:15 Panel discussion, session 4

Sonnenborgh

#### No. TITLE

Terreplein

574 Above and below the surface: how Higher Education Institutions support SoTL and educational leadership

Anne Tallontire

### 11:45 - 12:45 Panel discussion, lunch round 1

Railway Museum

#### No. TITLE

Expo

601 The pedagogy of war crimes: a reflective approach

Gavin Mount

### 12:45 - 13:45 Panel discussion, lunch round 2

Railway Museum

#### No. TITLE

Expo

553 Institutional collaborations to support undergraduate research as experiential learningGroups

Kyla Flanagan

### 14:15 - 15:15 Panel discussion, session 5

Railway Museum

#### No. TITLE

Wachtkamer 3

322 Challenges and opportunities for SoTL in Mid-Career Faculty professional development

Irma Meijerman

Sonnenborgh

#### No. TITLE

Terreplein

394 Co-Constructing a Global Model for Contextualizing SoTL (or Should We?)

Sarah Bunnell

### 16:15 - 17:15 Panel discussion, session 6

Railway Museum

#### No. TITLE

Wachtkamer 1/2

558 Artificial Intelligence and Academic Integrity: ChatGPT in Learning and Teaching

Loretta Goff

Sonnenborgh

#### No. TITLE

Terreplein

689 Increasing SoTL engagement through advocacy: approaches and experiences amongst Faculty and disciplines

Bo van Leeuwen





# ISSOTL PROGRAMME PRELIMINAIRY

## FRIDAY NOVEMBER 10<sup>th</sup>

17:30 - 19:30 Poster session (1/3)

Railway Museum

No.	TITLE	Vriendenplein
284	Exploring the perceived value of cultural diversity: from the international classroom to the global workplace	Hussain, Maria
285	Innovation and Networks Matter designing the SoTL pipeline â?? 'the ISEEC project'	Abrahamson, Earle
287	Ecological Contexts: Nature-Based Environments in Higher Education Design	Friedman, Zahava
292	Practising Pleading Skills in Virtual Reality	van Dongen, Emanuel
295	Pandemic teaching in the eyes of SoTL scholars	Kordts, Robert
296	Reimaging Skills Gap: Reframing Authentic Student Learning Experiences with Business Capstone	Johnston, Sonja
311	Developing a maturity model to scaffold an evolving institutional culture for SoTL	Butler, Diane
312	Transreading as Writerly Teaching: How recontextualizing course content can revolutionize student learning	Gray, Robert
318	Going Public with the Pedagogy of Patient Participation in Health Professions Education	Mckendrick-Calder, Lisa
323	Practitioner to academic transition identities in a UK digital Business school	Baxter, Jacqueline
324	Teaching Implicit Bias Recognition and Management using Inter-Institutional Dialogue to Enhance OT Fieldwork Readiness	Krebs, Kimberly
325	Is STEM Education Special?	Salvato, Lisa
329	Social Network Theory: A New Way of Looking at Faculty Development	Curabba, Brad
330	Redemption scripts: supporting artist-teachers to use SoTL to educate for desistance in the context of incarceration	Cronin, Ph.D., James
332	A review of research-teaching nexus in Science and Engineering	Maroufi, Samane
336	Promoting Interprofessional Socialization Among Healthcare Students in Higher Education	Dolan, Sara
340	SoTL's Potential for Ultra Impact: A Case for International SoTL Scholar Exchange	Hrach, Susan
341	Knowing the right questions to ask: Co-creating intersectional SoTL with students	Pownall, Madeleine
342	Graduate Attributes Across Disciplinary Boundaries: From Global Citizenship to Psychological Literacy	Harris, Richard
346	Exploring experiences of mature STEM students with maths anxiety at a distance learning University	Pawley, Susan
348	Breaking barriers: Universal Design for Learning in the Biology Laboratory	Hills, Melissa
349	Developing Casing Capability in Professional Master's Degrees	Wolf, Amanda
351	Health sciences academic leaders on teaching quality: student evaluations and peer reviews of teaching	Egan, John P
358	Connecting contexts: Relationships amongst primary, secondary and tertiary mathematics educators through whiteboarding	van der Jagt, Elise
359	The role of a university teaching foundations program in the support, recognition and reward of SoTL	Rowe, Anna
361	Stimulating students' curiosity and boundary crossing by providing freedom of choice	Muliaditan-de Koning, Tamara
369	International Collaborative Writing Groups (ICWGs) - Public as community-led SoTL and academic development	Huijser, Henk
372	Connecting Teacher Education to Research and Practice	Lindahl, Katarina
379	Using Visual Thinking Strategies (VTS) to Teach Clinical Observation Skills	Noyes, Susan
384	From pains to gains: Repositioning assessment as a social practice	Gachago, Daniela
399	The Pedagogy of a Context-Spanning Educational Assemblage	Bylsma, Paul
400	Engaging students in deep learning through contract grading and self-assessment	Boyle, Bettina
404	Transforming teaching: A cooperative inquiry into academic identity and student engagement in the context of educational	Haw, John
413	Keeping pace in the age of innovation	Kidwai, Sarah
415	Fellowship Program is a SoTL Multiplier Across the Institution	Marcketti, Sara
417	University Led Sports Coaching Project: A Space for Developing Student Success.	Barrett, Gareth
422	Dancing in Florence: Developing intercultural learning, disciplinary expertise, and understanding of place.	Kearns, Lauren
424	NO TITLE - PROP61144893	Colyott, Kaila
432	Outreach Matters: Context, Values, and Vision of ISSOTL's Advocacy Committee	Gregory, Diana
440	Integrating Theory with Basic Clinical Significance Enhances Deep Learning of Pathological Anatomy	Minajeva, Ave
442	Using AI and Fact Patterns to Promote Critical Thinking Skills	Redmon, Annette
443	Mapping the Component Intensity of Immersive Learning Practices	Motley, Phillip
448	Complex Adaptive Systems, Learning Analytics, and The Scholarship of Teaching, Learning and Student Success	Rehrey, George
451	Library programming in undergraduate 'Ready for Research' badge: Reflections from librarians and students	Murphy, James
452	Multi-institutional Collaboration to Promote SoTL through Simulation	VanOss, Tracy
457	PROP60334707: Mapping the discursive landscape of student success in Singapore	Geertsema, Johan
463	DigitalInnSights- an exploration of professional digital competencies in teacher education	Stalheim, Odd Rune
469	Is it really fun? Exploring Assumptions in Course Design by Analysing Student Feedback on the Data Awareness Rallye	Schönhals, Elske
478	Student posters: scientific products and assessment that outlives the course	Soulé, Jonathan
480	PROP59355885	Scheerens, Judith
484	More research with fewer resources: Providing student-led research opportunities at a primarily teaching institution	Sigurjónsson, Jón Grétar
487	Accelerating factors and developmental strategies of sustainable faculty mentoring training programs	Kaplar-Kodacsy, Kinga
488	REIMAGINING THE 4M FRAMEWORK IN EDUCATIONAL DEVELOPMENT - THE LAYERS AND THE PLAYERS	Frake-Mistak, Mandy

# ISSOTL PROGRAMME PRELIMINAIRY

## FRIDAY NOVEMBER 10<sup>th</sup>

17:30 - 19:30 Poster session (2/3)

Railway Museum

No.	TITLE	Vriendenplein
489	Growing A Partnership for SoTL-Infused Professional Development	Matthews-DeNatale, Gail
491	From Job Crafting to Study Crafting: The Impact on Students' Learning Outcomes	Duchi, Lorenzo
498	Growing and Deepening an Emergent SoTL Research Culture Through an Enhanced Framework	Grant, Ginger
500	The pizza making game for fostering diverse student-staff curriculum conversations	Hammersley, John
501	Professional practitioners developing teaching and learning with an educational intent through Living Educational Theory	Huxtable, Marie
508	Exploring trends among embedded fieldwork and CliftonStrengths with occupational therapy students' clinical preparedness	Priganc, Victoria
513	Leveraging MS Teams to develop innovative and scalable mixed-mode teaching models for rapidly changing learning contexts	Mills, Emma
514	Context matters in how SoTL criteria are expressed in Swedish teaching excellence frameworks	Ryegård, Åsa
516	The role of context when assessing teaching excellence	Ryegård, Åsa
519	DEVELOPING TEAMWORK AND FUTURE SKILLS: APPLYING HOLACRACY IN THE CLASSROOM	Valkiainen, Veiko
520	Supporting Educational Change Teams through SoTL	Andersson, Roy
521	Context matters... does it? Insights into the scope of the journal 'die hochschullehre'	Thielsch, Angelika
525	Facilitation and stimulation of educational scholarship – a systematic literature review	Vangangelt, Rik
530	NO TITLE - PROP61857319	Thiagarajah, Krisha
531	A challenge-based interdisciplinary undergraduate concept fostering translational medicine	Schakelaar, Michael
532	Towards European Student Research HUB Networks to Foster Transdisciplinary Challenge-Based Education	Schakelaar, Michael
535	Assessing the impact of higher research on university education: Evidence from the University of Barcelona's intramural	Fernandez, Lissette
538	Exploring Co-Creation Initiatives in Intensive Learning Contexts: A Student Perspective	Newell, Samantha
540	Building Person-Centered Learning Context for Student's Development: Tools in Tutoring Process	NAAM
541	Trust, Relation and Person-Centered Approach: Towards Building Learning Culture at the University.	Wach, Anna
542	ABC for engaging students in Latin courses	Höbejöggi, Kaidi
544	Promoting self-regulated learning via peer- & self feedback at the program level.	Roger, Mathilde
551	An update of the Scholarship of Teaching Inventory (STI)	Koster, Andries
554	The Development and Integration of the Learn-Apply-Study Framework for Educational Development	Friberg, Jennifer
559	'The Teacher I Never Thanked' Implications of Lifelong Teaching and Lifelong Learning for Public-facing SoTL	Lewis, Heather
561	Effect of Team-Based Learning (TBL) on Knowledge in Pharmacology	Luitjes, Noraly
562	Students-in-the-lead in the renewal of an interprofessional course in health care sciences: success and failure factors	Klerk, Kim-Lara
565	The benefits and pitfalls of AI-supported writing tools for teaching and learning – the student perspective	Lausberg, Isabel
567	Putting Students at the Center of Culturally Responsive Teaching	Haynie, Aeron
568	But why do I need to take this class? – Conducting SoTL-workshops to support instructors who teach required courses	Erber, Eva
575	Listening to Neurodivergent student voice- Supporting transitions to level 1 study	Bhandari, Dr Renu
575	Listening to Neurodivergent student voice- Supporting transitions to level 1 study	Bhandari, Dr Renu
578	Developing and Supporting SoTL in TNE: A Case Study	Chen, Yue
580	Teaching presence: how to facilitate online collaborative learning in higher education?	Bijlsma, Elisabeth
581	Navigating the New Landscape of Technical Tools and AI Applications: A Faculty Learning Community for SoTL Research	Gallardo-Williams, Maria
586	Evidence of SoTL Research Interdisciplinarity, Accretive Researcher Confidence, and Community of Practice Collaboration	McIntyre, Sharon
592	Professionals Teaching Professionals: Supporting and Developing SoTL in the Private University Sector	Stocks, Claire
595	Can we help all students to use reflective practice to navigate transformative learning experiences?	Clark, Charlotte
596	Promoting Pedagogical Practice, Sharing Scholarship, Effective Evidence	Stocks, Claire
597	Sustaining habits of the heart in small disciplines	Varga-Atkins, Tunde
606	Course transformation program: Enhancing course redesign through SOTL	Suarez, Catalina
608	Individual Differences in the Context of Active Learning	Bledsoe, Robert
609	Universal Design for Learning as SoTL pedagogy in an online Diploma in Teaching and Learning in Higher Education	McCarthy, Marian
612	A Collaborative Assessment Project Between Pharmacy Organizations - Ontario Pharmacy Patient Care Assessment Tool	Lee, Annie
618	Investigating the Complexity of Mindset in a Language Learning Context	Shanks, Clarice
621	Literature as Lens: Rereading Higher Education and Its Contexts to Better Understand Teaching, Universities, and SoTL	Paul Hnstedt
622	Does community-engaged learning relate to media literacy: A multi-institutional study	Blomberg, Matt
636	The Integrity Pyramid	Nickel, Lorelei
639	The 'QPRS' Model for Developing a Center of Teaching and Learning Excellence	Marcketti, Sara <sup>59</sup>
643	University of Minnesota Faculty-led Occupational Therapy Coaching Experiential Model	Sterner Sampers, Camille
651	Creating inclusive and effective groups in the STEM classroom	Casey, Jennifer
655	It sounds like MUSIC®: the effect of a course with autonomy-supportive teaching strategies on students' motivation	van der Veen, Heleen
658	'Find your people'; supporting communities of SoTL practice at a UK research-intensive	Turner Voakes, Lucy

## ISSOTL PROGRAMME PRELIMINAIRY

# FRIDAY NOVEMBER 10<sup>th</sup>

**17:30 - 19:30 Poster session (3/3)**

**Railway Museum**

No.	TITLE	Vriendenplein
665	Conceptualizing student workload- A SoTL learning journey	Geirsdóttir, Guðrún
668	Disseminating SoTL and innovative teaching through 'Visit your Colleague' week	Kütt, Katri
671	Success for all: a critical exploration of the realities facing students in their degree ambitions	Miller, Amanda
674	Creating Familiar Contexts: Facilitating the Transition from High School to College	Darcy, Tara
676	Application of the Decoding the Disciplines Paradigm to Enhance Graphical Interpretation by First-Year Biology Students	Darcy, Tara
686	A Students-as-Partners Approach to Analysing Student Engagement Data for Teaching and Learning	Thelen, Sarah
690	Learning about patient context, uncertainty and ethics in (bio)medical education: the case of commercial health checks	Mostert, Jeanette
695	Exploring the dynamic nature of sense of belonging of first-year students	van Woezik, Tamara
706	Applied/Experiential Learning in Faculty Development: Outcomes from a Faculty Study Abroad Experience	DeVita, James
708	Flipping the Flipped Classroom? Challenges and possibilities of the flipped classroom with a heterogenous student group	Vulkan, Patrik
710	Redesign model meets reality: Reflections on change approaches applied when a structured model for change meets reality	Holtermann, Kristin
721	Pair marking: Working together to improve our teaching	Gibson, Nigel
725	Lesson study in pre-service teacher education: developing pre-service teacher noticing and pedagogical content knowledge	Haydar, Deniz
726	When science and religion collide: Ethics and practice in teaching controversial topics	Doerr, Katherine
729	Exploring Alternative Grading Pedagogies through Interdisciplinary Faculty Learning Communities	Reardon, Kristina
731	Test anxiety, generation in college, and performance: testing a 'cognitive reappraisal' intervention	Thormodsæter, Ruben Schelbred
733	A journey to SoTL engagement: from educators-as-students to a community of critically reflective practitioners	van Knippenberg, Ingeborg
735	In the room where it happens? Reflecting on where learning takes place at a STEMMB university	Viola, Julianne
737	Oral exams in pre-service teacher education	Haydar, Deniz
738	Using Photovoice with the CHAMPS Initiative: Creating Health Attitudes in Medical Professionals	VanOss, Tracy
739	Reflection and Integrated Practices: A Rationale and Framework for Faculty Development through SoTL	Taczak, Kara
745	Writing Together: Utilizing Cohort Writing Groups to Advance SoTL	McCloy, Cora
754	Widening the bottlenecks in Computer Science Education: Reflecting on two decades of scholarly engagement	Nel, Liezel
755	Learning in Places: Using Place-Based Pedagogy to Contextualize Disciplinary Content	McArdle, John
763	Teaching business in an engineering context: Professional Portfolios as a career planning resource	Marzi, Elham
771	Shared Context Matters: A Mid-Career Networking Programme to Amplify Agency and Reduce Burnout	Boyd, Diane
774	Claiming the New Context of Statistics for the Social Sciences and Business	Rivera, Julio
778	The Anatomy of Assessment Project: dissecting disciplinary practice and assessment culture change.	Kingsbury, Martyn
782	Exploring the use of Oral Communication Strategies by Foreign Language Learners in Higher Education.	Kwaffo, Ekua Mensimah Thompson
784	Faculty Diversity - Who Do We See and Who is Missing?	Clyne, Carolee
788	SoTL Support at the US Universities Identified as Excellent Teaching Institutions	Gansemer-Topf, Ann
790	Blended Intensive Programme: Learning and teaching context of a cross-university teaching approach	Warnke, Sven
793	'Fake it until you make it?' Reflecting on first steps in developing a SoTL identity	Giddings, Lindsay Marie
798	Using students in a co-creative process to stimulate SoTL	Heiner, Cynthia E.
801	SoTL and the Pandemic: Examining the Evidence of SoTL Through Promotion and Tenure Artifacts	Gansemer-Topf, Ann
803	Teaching Math for Computer Science Success	Gardner, Kristen
807	REDESIGNING A BSC PROGRAMME IN BIOLOGY - A COLLABORATIVE SYSTEMS APPROACH TO CURRICULUM DEVELOPMENT	Strømme, Christian Bianchi
808	How subject expertise matters in teaching and learning in higher education	Vigmo, Sylvi
813	The stories we tell: using metaphor to explore affect	Susan Morón-García
817	Fund, Support, Connect: A Teaching Center's Relationship-Driven Approach to SOTL	Koepke, Kristin
818	"It's this new thing we have to do" A study of the doing of equality, diversity and inclusion in a Norwegian university	Wale Soto, Gabriela
825	Assessing and Building Students' Conflict Communication Competency within the College of Sustainability	Schut, Laurel
826	Walking Tours as Engaged, Location-Based Pedagogies	Holmes, Ashley
828	Maximizing Synergy in Instructional Alignment within First-Year Writing Courses in Canada	KANG, PHOEBE
835	A CLaS (Connected Learning at Scale) Act	Lai, Evelyn
837	Understanding the effects of the pandemic on students' learning experiences: an example from the American Southeast	Botnaru, Diana
843	The Great British Baking Show: Gamification of a Speech-Language Pathology Course	Terrell, Pamela
846	A Pocket Guide to Quality Improvement (QI): Moving Towards a QI Community of Practice for Healthcare Professionals	Ho, Certina
848	Developing a Patient Safety Culture Training Curriculum for Healthcare Professionals	Ho, Certina

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# ISSOTL PROGRAMME PRELIMINAIRY

## SATURDAY NOVEMBER 11<sup>th</sup>

### 08:45 - 10:15 Paper Presentations, session 7

University Hall

#### No. TITLE

#### A18 Pedagogical Tools

- 495 Therapeutic use of self as relational pedagogy: Student and educator perspectives
- 560 Negotiating Wicked Learning Contexts: Emerging pedagogical approaches to teaching wicked problems
- 599 Overcoming Bottlenecks in Psychological Statistics
- 602 Using contemplative practices to support learning in a post-secondary math course
- 719 How might student scholarship on the Science of Learning impact educational self-efficacy and self-regulation?
- 786 Teaching as if Learning Matters: Pedagogies of Becoming by Next-Generation Faculty

#### Senaatszaal

#### PRESENTER(S)

- Bunting, Katie
- Scoles, Jennifer
- Middendorf, Joan
- Shayer, Leslie P.
- Ntonia, Iro
- Robinson, Jennifer

#### No. TITLE

#### A2 Relationships & Sense of Belonging

- 374 Where do I belong? Campus spaces and student sense of belonging.
- 593 Trust Matters: Promoting a Pedagogy of Trust in Two Different Institutional and International Contexts
- 614 Investigating the effects of a high-structured chemistry course on student sense of belonging and persistence
- 661 Understanding student sense of belonging: a critical analysis of dominant discourses around belonging

#### Aula

#### PRESENTER(S)

- Birtill, Pam
- Williams, Danielle
- Casey, Jennifer
- Venn, Edward

#### Paushuize

#### No. TITLE

#### B6 Academic Skills

- 673 Global Atlas of Literacies in Health (GALH): A research tool for teaching practice
- 693 ESL Writing Anxiety in an Academic Context: A Study on International Postgraduate Students in the UK
- 698 Supporting students as scholars: Using the library context to investigate how graduate students learn about publishing
- 750 One Size Does Not Fit All: Assessing Multiple Reading Strategies Students Use to Read Primary Scientific Literature
- 799 Using an embedded academic literacies approach to support Sociology postgraduate students' learning.
- 814 Visual Representations of Learning and Reflection in Public Health

#### B. van Bloklandzaal

#### PRESENTER(S)

- Butler-Henderson, Kerry
- Kozluca, Ulku
- Hurrell, Christie
- Foster, Cerrone
- Leslie, Alison
- Aparicio-Ting, Fabiola

### 10:45 - 11:45 Paper Presentations, session 8

University Hall

#### No. TITLE

#### B7 Online Teaching & Learning

- 402 Teaching team experiences with hybrid teaching during the COVID-19 pandemic
- 548 The Progressive Transition of the Master of Social Work for Working Professionals Program to Online Learning
- 464 The value of speculative methods in practitioner-led digital innovation: nurturing creative assessment designs

#### Senaatszaal

#### PRESENTER(S)

- Varao-Sousa, Trish
- Musa, Mohamad
- Elkington, Sam

#### No. TITLE

#### B2 Faculty Development

- 657 Disciplinary differences in participants of faculty development programmes
- 678 Knowing oneself as a teacher: A professional learning program that improves confidence and capability
- 705 You've got to accentuate the positive - fostering scholarly practice and collegiality in a community of tutors
- 761 The Peer Coaching Connection: Co-Creating Spaces for Vitality and Growth

#### Aula

#### PRESENTER(S)

- Brown, Karin
- Strampel, Katrina
- Crichton, Sally
- Boyd, Diane

#### No. TITLE

#### B4 Language, Literacy & Evaluation

- 347 Developing A Critical Media and Information Literacy Curriculum for the Liberal Arts Context
- 797 A Walk on the Wild Side: Traversing Learning Contexts & the Production of Knowledge(s)
- 642 Transforming equity-deserving students' learning experience through relational pedagogy and learner empowerment
- 717 The Last Class Workshop - A Tool for Course Evaluation and Evolution

#### Kanunnikenzaal

#### PRESENTER(S)

- Hall, Kimberly
- Majury, Niall 61
- Khoo, Elaine
- Styles, Erin



## ISSOTL PROGRAMME PRELIMINAIRY

# SATURDAY NOVEMBER 11<sup>th</sup>

### 08:45 - 10:15 Workshops, session 7

#### University Hall

#### No. TITLE

723 Supporting STEM academics to engage with SoTL

#### Belle van Zuylenzaal

Jo Horsburgh

#### No. TITLE

100 Praxis is SoTL: how theory and practice can work together in SoTL

#### Maskeradezaal

Michelle Eady & Andrea Webb

#### No. TITLE

331 Critical analysis of design thinking as a transformative pedagogical tool

#### Kanunnikenzaal

Matthew Wingfield

#### No. TITLE

450 How to research the impact of Collaborative Online International Learning (COIL)

#### Johanna Westerdijkkamer

Simone Hackett

#### Paushuize

#### No. TITLE

906 Using the hands-on Utrecht Roadmap for Scholarship of Teaching and Learning (UR-SOTL)

#### Luxembourgzaal

Emanuel van Dongen

### 10:45 - 11:15 Panel discussions, session 8

#### University Hall

#### No. TITLE

563 (W)rites of passage: Using the WAP program to prepare university students for reflective & professional writing in academe

#### Belle van Zuylenzaal

Ina Alexandra Machura

#### No. TITLE

677 One size does not fit all: how institutional contexts and cultures inform SoTL-focused educational development

#### Maskeradezaal

Kerry Dobbins

#### No. TITLE

435 Navigating Challenges and Reaping Benefits of Long-Term, Multi-Institutional, International SoTL Partnerships

#### Johanna Westerdijkkamer

Breana Bayraktar

#### Paushuize

#### No. TITLE

473 Not theoretical enough? Too complicit? Engaging with critiques of academic development

#### Luxembourgzaal

Marie van der Kloet

#### No. TITLE

450 The Big Tent: a collaborative and collective autoethnography project

#### B. van Bloklandzaal

Diana Botnaru





## Presentations

- We warmly welcome you to join all presentations, but we kindly request your prompt arrival.
- Due to the historical conservation status of our museum venue, we must adhere to strict occupancy rules for each room. Please note that all sessions operate on a 'full-is-full' basis.

We're visitors in a museum, and for the sake of fire safety, it's essential not to stand in rooms when they reach full capacity. We appreciate your cooperation in ensuring everyone's safety. There will be students at each door to check capacity.

From past ISSOTL conferences, you may have been accustomed to attending multiple presentations in different sessions and moving between locations. However, for this year's conference, we kindly request that you refrain from doing so. The venues are not conducive to this practice, and it generates unnecessary disturbances in an environment that is inherently a bit more bustling than a typical conference setting. This adjustment is aimed at ensuring a more focused and productive experience for both presenters and attendees. Therefore, if you are partaking in a presentation, we would appreciate it if you could remain engaged and present until the conclusion of the session. Your cooperation is greatly valued.

- More information about the maximum capacity of the rooms can be found in SCHED

### Types of presentations at the ISSOTL23 conference

#### New to ISSOTL

This welcome reception, hosted by the ISSOTL Board, is for everyone who is at an ISSOTL Conference for the first time. Bring your drinks to this informal meet and greet session, where you will have the opportunity to mingle in small groups with other newcomers and ISSOTL leaders.

#### Panel Discussions

Panel discussions are particularly appropriate for topics that benefit from multiple perspectives, including disciplinary, institutional, and national perspectives. The goal for panel discussions is to provide panelists and audience members the opportunity to exchange insights, engage in discussion, and learn from each other's experiences, so panel sessions will include at least 20 minutes for discussion among panelists and audience members.

#### Paper presentations

Single paper presentations are ideal for presentations on completed SoTL projects but also include topics about or related to SoTL itself. The goal of paper presentations is to provide presenters the opportunity to share knowledge and facilitate critical dialogue with conference participants. Single paper presentations are thematically combined into groups of four or six and the final presenter will serve as session chair. Each paper will last a maximum of 15 minutes, including 2-3 minutes for questions and discussion.

### **Concurrent Workshops**

These workshops offer an opportunity for hands on work on a SoTL question, research method, or SoTL-related topic during the concurrent sessions of the conference. Workshops are highly interactive and demonstrate effective practices in both SoTL and workshop pedagogy.

### **General poster session**

Posters present preliminary SoTL work, completed projects, or considerations of the field of SoTL in general. To inspire detailed dialogue and critical engagement, at least one author will attend the poster session to present and discuss the work with other conference participants. The poster session has become a central and lively component of ISSOTL conferences. At ISSOTL23 the poster session is on Friday 10 November from 17.30-19.30.

### **Poster journey**

At ISSOTL23 you will have the opportunity to embark on a train and travel past several posters presenting SoTL-projects within your own, or similar, discipline. These 'poster journeys' are an addition to the regular poster session on Friday where all posters will be presented.

One type of context in which SoTL can take place is the disciplinary context. These poster journeys will allow you to exchange experiences with SoTL in your own discipline, the challenges and research boundaries that you face, but also the opportunities that your specific discipline offers for SoTL. During a poster journey 7-12 posters will be presented in a train compartment. You will take a seat at one of the 'posters-stations' and discuss the poster with its presenter. After 10 minutes you will approach the next 'station' on your journey and the conductor will blow the whistle. You will then change seats to another 'poster-station'. You are allowed to 'skip' a station, based on your preferences and depending on the number of posters. During your journey you will pass 5 (in 60-minute sessions) or 8 (in 90-minute sessions) 'poster-stations'.

### **Annual Meeting**

The ISSOTL annual general meeting (AGM) is the yearly gathering of our society's members. At the AGM, the presidential team, on behalf of the board, will present an annual report containing information for members about the society's activities and strategies moving forward. All members of ISSOTL have voting rights and will be asked vote on current issues, such as changes to our bylaws and approval of the reports. Our members matter and we would appreciate your input at this important meeting.

## Information for presenters

Presentation rooms will be equipped only with an LCD projector and screen (or a big LCD TV screen). Laptops will not be provided. VGA and/or HDMI cables will be available to plug in PC laptops, but presenters must bring a laptop and any adaptors, or usb stick with the presentation. In the event that you do not have access to a laptop, please coordinate with the other presenters of your session if you can use theirs. Additionally, ensure that you have your presentation saved on a USB stick and/or accessible online. If you have a remote control or a laser pointer available, don't forget to bring it with you. All locations have wireless internet access, but please download everything you need for your presentation beforehand (e.g. media files, presentation files, etc.) since the large number of participants may affect Wi-Fi quality and reliability.

- All presenters are kindly requested to arrive 15 minutes prior to the scheduled session start time.
- As for all participants, please ensure you arrive promptly for each session, considering the time it takes to walk to your destination, especially if you plan to attend a session at Leeuwenborgh or Sonnenborgh. Please be aware that all sessions operate on a 'full-is-full' basis.

For detailed instructions for the different types of sessions please go to: [Information for presenters](#).

### Workshops and Panel discussions

There will be no additional facilitator for your session. Please make sure your workshop or panel begins and ends on time. The tables in the room will be arranged in (small) groups of around 6 participants. **A flip chart, markers, pens and post its will be available in all workshop rooms.**

Due to the museum's historical significance and the presence of valuable wallpaper, we kindly request that visitors **refrain from attaching any items to the walls, such as post-its or tape.** To address this issue, poster boards will be provided in each room as an alternative solution. Your cooperation in preserving the museum's integrity is greatly appreciated. If you have other requirements or questions, please email to [her@uu.nl](mailto:her@uu.nl).

### Paper presentation

The lead presenter of the final paper in each group of 4 or 6 (as listed in the program) has been designated the Session Chair. The Session Chair will keep time throughout. Session Chairs are instructed to intervene and cut each presentation off at the 15 minute mark.

Managing time is critical to ensure that each paper in the session has adequate time.

### Poster Setup

Due to the museum's restricted opening hours, there is a limited window of 30 minutes available for poster setup. We kindly request all poster presenters to promptly set up their poster between 17.00 and 17:30 on Friday, November 10th. Given the brief setup time, there will be no specific order assigned for poster placement. You are free to choose any available poster board for your presentation. Your cooperation is greatly appreciated. One of the poster authors should stand by their posters during the poster session. Posters must be taken down immediately after the poster session. ISSOTL will provide the backing boards and double-sided adhesive tape for displaying the posters.

### **Poster Journey**

If you're presenting a poster journey, please bring a smaller-sized version of your poster, such as A4 or A3, in addition to the A1 format required for the regular poster session. While you can also use your laptop, please keep in mind that there won't be access to power on the trains. Upon entering the train, you'll notice a sign displaying the title of your poster. This is where you can take a seat, and attendees can join you to engage in discussions about your poster.



## Lunch sessions

- ***We suggest selecting just one activity during lunch, either from 11:45 AM to 12:45 PM or from 12:45 PM to 1:45 PM, allowing you a full hour to enjoy a leisurely meal.***

### Fringe sessions

Elevate your conference experience by participating in our captivating and rejuvenating fringe lunch sessions. These sessions offer a vibrant atmosphere, unique workshops, hands-on activities, and thought-provoking discussions, allowing you to immerse yourself in a world of inspiration. Engage in stimulating conversations and activities to unwind and recharge. These fringe sessions are designed to encourage stepping outside your comfort zone, leaving you inspired and refreshed.



### Interest group meeting

ISSOTL Interest Groups (IGs) are member-led groups that are organized around shared interests and recognized with a formal relationship within ISSOTL. IGs provide newcomers with collegial pathways into ISSOTL and sustain the ongoing engagement of their members. IG members establish connections and conversations around the world, share ideas across broad networks, organize scholarship projects and other activities, and take up other meaningful initiatives together. The Interest Group meetings during ISSOTL are open for all participants of the conference.

### ISSOTL committee meetings

In addition to its Board of Directors, ISSOTL has four standing committees that help implement the Society's mission and strategic plan:

- ***The Advocacy Committee*** promotes an active membership that's engaged in relevant advocacy within and beyond the Society.
- ***The Convenings Committee*** represents the Society's mission and values in the selection and programming of the annual conference and other events.
- ***The Publications Committee*** facilitates the sharing of scholarly work on teaching and learning by supporting the Society's publication platforms. .
- ***The Recognition Committee*** supports and promotes Society membership and its forms of recognition.

Most committees' meetings at ISSOTL are closed to conference attendees, except for the Advocacy Committee, which warmly welcomes all participants to their sessions on Thursday from 11:45 AM to 12:45 PM and Friday morning from 7.45 – 8.45. Both are at the Strikkershuis. Look at their abstract for more information.

### Emerging Scholars Fund Recipients 2023

Welcome and networking with Dawne and Bo. For Emerging Scholars only.



### **Meet the Senior Fellows of the CAT, Utrecht**

Everything that is offered by the Utrecht University for teachers to develop themselves and to improve their education, is united in the Centre for Academic Teaching and Learning (CAT). The Centre is a network incorporating all partners within the university that work on the continuous improvement of academic teaching. Teaching staff can come to the Centre for information, support and training aimed at their own improvement and educational innovation.

Part of the CAT is the The Senior Fellow Programme. This programme was developed by Utrecht University with the aim of strengthening educational leadership. Those who successfully complete the programme are nominated for a professorial position with a special teaching remit, and will be named Principal Fellow, CAT.

Are you interested in educational leadership, CAT, or the Senior Fellow Programme? We invite you to join Senior Fellows at Loods Nijverdal for an exciting chance to connect with them, ask questions, or engage in stimulating discussions about educational leadership. In the program overview, you can find the times when they will be available.

### **Guided tour museum**

The Spoorwegmuseum is a unique location: we are therefore pleased to offer you the opportunity to discover the museum. On Thursday and Friday we offer the boarding tour along the special places of this location! The tour guides are full of stories and anecdotes: a fun way to discover the museum in a different way! The tour starts twice on Thursday and Friday: the first tour at 1 p.m. and the second tour at 2 p.m. You can purchase a ticket for this tour via the app SCHED.

### **Other options**

Feeling enthused about taking a leisurely walk and savoring the picturesque scenery of Utrecht? You'll find descriptions of 45-minute walks at the registration desks.

## Interesting news for Dutch participants

### ***NRO New Call for Teaching and Learning***

*A new Call for proposals from the Netherlands Initiative for Education Research (NRO) will provide teachers with the opportunity to dive into scientific literature and research their educational context, following the principles of Scholarship of Teaching and Learning. The aim is to stimulate an evidence-informed way of teaching and to stimulate the research competencies of teachers. With this, the learning of students can be improved and best practices can be shared within higher education.*

*Teachers from universities of applied sciences or universities in the Netherlands can receive a grant of € 25,000,- to study their teaching for a duration of one to two years. More information about the Call and how to apply can be found on the website of NRO ([www.nro.nl](http://www.nro.nl))*



## ISSOTL'23 hosts and sponsors



**Utrecht  
University**

**Centre for Academic  
Teaching and Learning**

Utrecht University, Centre for Academic Teaching and Learning



Spoorwegmuseum (Railway Museum)



PROVINCIE :: UTRECHT

Provincie Utrecht



Sonnenborgh Museum - Observatory



**Stichting Gasthuis  
Leeuwenbergh**

Gasthuis Leeuwenbergh  
(Guesthouse Leeuwenbergh)



**THE JANE AND RON  
GRAHAM CENTRE  
FOR THE SCHOLARSHIP  
OF TEACHING AND LEARNING**  
UNIVERSITY OF SASKATCHEWAN

The Jane and Ron Graham Centre for the  
Scholarship of Teaching and Learning,  
University of Saskatchewan



Qumey metaal



Comproved

**SOTL COMMONS  
CONFERENCE**

A Conference for the Scholarship of Teaching & Learning

SoTL Commons Conference hosted by  
Georgia Southern University

## Appendix: Participants list



First Name	Last Name	Organization
Katrin	Aava	Tallinn University
Sophia	Abbot	George Mason University
Siti Suriani	Abd Razak	International Medical University
Earle	Abrahamson	University of Hertfordshire
Rashid	Abu-Ghazalah	McMaster University
Ashley	Akenson	Tennessee tech University
Gillian	Akenson	Queen's University
Serina	Al-Haddad	Rollins College
Peter	Alston	BPP UNIVERSITY
Wayne	Ambrose-Miller	University of Windsor
Roy	Andersson	bioCEED, University of Bergen
Fabiola	Aparicio-Ting	University of Calgary
Mayi	Arcellana-Panlilio	University of Calgary
Bridget	Arend	Metropolitan State University of Denver
Holmfridur	Arnadottir	University of Iceland
Alex	Arreguin	Mesa Community College
Jodie	Arrington Franklin	Southern Arkansas University
Aarthi	Ashok	University of Toronto, Scarborough
Rasha	Ashraf	Georgia State University
Maria	Assif	University of Toronto
Christel	Backman	University of Gothenburg
Jayne	Baker	University of Toronto Mississauga
Carien	Bakker	Teacher Education of the University of Groningen
Richard	Bale	Imperial College London
Kim	Barker	Augusta University
Miriam	Barnat	FH Aachen
Gareth	Barrett	Staffordshire University
Valerie	Barske	University of Wisconsin System
Simon	Bates	The University of British Columbia
Breana	Bayraktar	George Mason University
Michael	Beam	Indiana University
Barbara	Beege	University Munich (LMU)
Tine	Beneker	Utrecht University
Kathy	Berlin	Indiana University
Daniel	Bernstein	University of Kansas
Tina	Beynen	Carleton University
Renu	Bhandari	The Open University
Vivek	Bhatt	University of Aberdeen
Liesbeth	Bijlsma	Utrecht University
Pam	Birtill	University of Leeds
Alexandra	Bitton-Bailey	University of Florida/Center for Teaching Excellence
Anne Elisabeth	Bjune	University of Bergen, Norway
Karan	Bland	University of New South Wales
Robert	Bledsoe	Augusta University
Matthew	Blomberg	Elon University
Marit	Boekema	Utrecht University
Jacobus	Boers	Georgia State University
Cecilie	Boge	University of Bergen
Megan	Bolden	University of North Carolina Wilmington
Sondre	Bolland	University of Bergen
Iris H.	Borch	UiT The Arctic University of Norway
Diana	Botnaru	Georgia Southern University
Joanne	Bouma	Mount Royal University
Erica	Bouw	HU University of Applied Sciences
Niels	Bovenschen	University Medical Center Utrecht
Catherine	Bovill	University of Edinburgh



First Name	Last Name	Organization
Diane	Boyd	Furman University
Bettina	Boyle	Capilano University
Vivienne	Bozalek	University of the Western Cape
Linda	Bradley	University of Gothenburg
Jenny	Brady	University of Leeds
Adriana	Briseño	UBC
Barbara	Brown	University of Calgary
Karin	Brown	ETH Zurich
Kate	Bunker	The Open University
Sarah	Bunnell	Amherst College
Brian	Butler	University College Cork
Diane	Butler	The Open University
Kerryyn	Butler-Henderson	RMIT University
Paul	Bylsma	Grand Valley State University
Autumm	Caines	University of Michigan - Dearborn
Michael	Callahan	Michigan State University
Maiza	Campos Ponce	VU
Celine	Caquiereau	The University of Edinburgh
Angela	Carbone	RMIT University
Jesi	Carson	Global Classroom for Democracy Innovation
Jennifer	Casey	University of California, Los Angeles
Hannah	Celinski	University of the Fraser Valley
Michael	Chai	Queen Mary University of London
Diane	Chapman	NC State University
Derek	Chastain	Columbus East High School
S. Raj	Chaudhury	University of South Alabama
Yue	Chen	Queen Mary University of London
Ivy	Chia	Singapore University of Social Sciences
Nancy	Chick	Rollins College
Nalini	Chitanand	Durban University of Technology
Terrence	Chong	University of New South Wales, Australia
Varia	Christie	Copenhagen Business School
Charlotte	Clark	The University of Melbourne
Carolee	Clyne	University of Northern British Columbia
Hannah	Cobb	University of Manchester
Dané	Coetzee	North-West University, PhASRec
Brennan	Collins	Georgia State University
Trevor	Collins	The Open University
Kaila	Colyott	University of Kansas
Maura	Conley	Pratt Institute
Phillipe	Copeland	Boston University
Sehoya	Cotner	University of Bergen
Chloe	Courtenay	Canterbury Christ Church University
Sally	Crighton	The UK Open University
Antonia	Crivineanu	Inholland
Vincent	Crone	Utrecht University
James	Cronin	University College Cork
Anne	Crook	University of Oxford
Catriona	Cunningham	Edinburgh Napier University
Xena	Cupido	Cape Peninsula University of Technology
Brad	Curabba	American University of Sharjah
Steven	Curtis	Lund University
kate	cuthbert	Staffordshire University
Peter	D'Sena	University of Hertfordshire
Tina	Dahl	UNIS - The University Centre in Svalbard
Jennifer	Dalton	Appalachian State University

First Name	Last Name	Organization
Cristina	DAmico	University of Toronto
Mary Ann	Danielson	Creighton University
Tara	Darcy	Indiana University
Matthew	Davis	University of Massachusetts Boston
Lars	de Bruin	NWO - The Netherlands Initiative for Education Research (NRO)
Amy	De Jaeger	Centre for the Advancement of Teaching and Learning, University of Manitoba
Aleid	de Jong	Utrecht University
Alice	de Koning	University of Calgary
Liesbeth	de Paauw-Telman	Utrecht University
Nadine	de Reuver	NWO - The Netherlands Initiative for Education Research (NRO)
Marieke	den Otter	Utrecht University
Frowine	den Oudendam	Leiden University of Applied Sciences
Tadhg	Dennehy	University College Cork
Audrey	Dentith	North Carolina A&T State University
Robert	Desjardins	Faculty of Graduate Studies and Research, University of Alberta
James	DeVita	UNC Wilmington (UNCW)
Wendy	Díaz	Universidad de Guadalajara
Mariëlle	Diepeveen	Amsterdam UMC
Josephine	Djan	Ashesi University
Kerry	Dobbins	University of Warwick
Jennifer	Dobbs-Oates	Purdue University
Andrea	Dodo-Balu	University of Melbourne
Katherine	Doerr	Malmö University
Jacqueline	Dohaney	University of Edinburgh
Sara	Dolan	University of Calgary
Peter	Doolittle	Virginia Tech
Helga	Dorner	Eötvös Loránd University
Lindsay	Doukopoulos	Auburn University
Kathryne	Drezek McConnell	American Association of Colleges & Universities (AAC&U)
Alretha	du Plessis	North-West University
Lorenzo	Duchi	Erasmus University Rotterdam
Gerard	Duff	The University of Leeds
Michelle	Eady	University of Wollongong
Alexander	Eden	Florida International University
John P	Egan	University of Auckland
Sigrunn	Eliassen	University of Bergen
Sam	Elkington	Teesside University
Ståle	Ellingsen	University of Bergen
Lisa Jo	Elliott	Pennsylvania State University
Meaad	Elsharif	St. George's University
Josien	Engel	University of Applied Sciences Utrecht
Hui Meng	Er	International Medical University
Eva	Erber	Universität Wien / University of Vienna
Tatiana	Ershova	University of Bergen
Tyler	Evans-Tokaryk	University of Toronto Mississauga
Erin	Fay	George Mason University
Lisa	Fedoruk	University of Calgary
Kyle	Feenstra	University of Manitoba
Peter	Felten	Center for Engaged Learning, Elon University
Lisette	Fernandez	IDP-ICE University of Barcelona
Linda	Ferrington	University of New South Wales
Rachel	Fitzgerald	University of Queensland
Kyla	Flanagan	University of Calgary
Håkan	Fleischer	Gothenburg University
Collins	Fleischner	University of New South Wales
Robert	Fleisig	McMaster University

First Name	Last Name	Organization
Diane	Ford	The Open University
Oddfrid	Førland	University of Bergen
Rachel	Forsyth	Lund University
Cerrone	Foster	East Tennessee State University
Torbjörn	Fraenckel	University of Gothenburg
Mandy	Frake-Mistak	York University
Kathrin	Franke	Hochschuldidaktik Sachsen (HDS)
Jennifer	Friberg	Illinois State University
Zahava	Friedman	Kean University
Sylva	Frisk	University of Gothenburg
Joanna	Furmanczyk	Poznan University of Economics and Business
Daniela	Gachago	University of Cape Town
Maria	Gallardo-Williams	North Carolina State University
Neil	Galway	Queen's University Belfast
Mark	Gan Joo Seng	National University of Singapore
Ann	Gansemer-Topf	Iowa State University
Qi	Gao	Beijing Institute of Technology
Kristen	Gardner	Amherst College
Rick	Garner	Kennesaw State University
David	Garratt-Reed	Curtin University
Johan	Geertsema	National University of Singapore
Anne	Geesink	Utrecht University
Guðrún	Geirsdóttir	University of Iceland
Nigel	Gibson	The Open University
Lindsay Marie	Giddings	The Open University
Andrew	Gilbert	The Open University
Danni	Gilbert	University of Minnesota, Twin Cities
David	Giovagnoli	Illinois State University
Jennifer	Girvin	College if the Rockies
Linda	Godager	University of Life Science
Loretta	Goff	University College Cork
Laura	Gooch	University of Leeds
Tatiana	Gounko	University of Victoria
Cindy	Graham	University of Calgary
Ginger	Grant	Humber College
Debra	Grantham	Dalhousie University
Robert	Gray	University of Bergen
Andrea Follmer	Greenhoot	University of Kansas
Diana	Gregory	Kennesaw State University
Lynn	Gribble	UNSW Sydney
Didi	Griffioen	Amsterdam University of Applied Sciences
Svenne	Groeneweg	University of Amsterdam
Tomas	Grysell	University of Gothenburg
Catarina	Gunnarsson	Department of Psychology University of Gothenburg
Simone	Hackett	Utrecht University & The Hague University of Applied Sciences, The Netherlands
Kimberly	Hall	Wofford College
Melanie	Hamilton	University of Saskatchewan
John	Hammersley	University of Leeds
Claire	Hamshire	University of Salford
Paul	Hanstedt	University of Minnesota Rochester
Yael	Harlap	University of Bergen
Richard	Harris	University of Leeds
Lennart	Hast	University of Gothenburg
John	Haw	Southern Cross University
Deniz	Haydar	University of Groningen
K. Alix	Hayden	University of Calgary

First Name	Last Name	Organization
Aeron	Haynie	University of New Mexico
Wu	He	The U.S. National Science Foundation
Mick	Healey	Healey HE Consultants
Cynthia	Heiner	Freie Universitaet Berlin
Paul	Hengesteg	Iowa State University
Carmen	Henne-Ochoa	Indiana University College of Arts and Sciences
Sarah	Hewitt	Mount Royal University
Christine	Hiemstra	Utrecht University
Kieran	Higgins	Queen's University Belfast
Bettie	Higgs	University College Cork
Jennifer	Hill	University of Gloucestershire
Melissa	Hills	MacEwan University
Certina	Ho	University of Toronto
Sonya	Ho	University of Toronto
Kaidi	Höbejōgi	University of Tartu
Rasa	Holen	Norwegian University of Life Sciences
Kristin	Holtermann	University of Bergen, Norway
Ingrid	Hoofd	Utrecht University
David	Hornsby	Carleton University
Jo	Horsburgh	Imperial College London
EUCHAY NGOZI	HORSMAN	SOUTHERN ARKANSAS UNIVERSITY MAGNOLIA
Susan	Hrach	Columbus State University
Peter	Hughes	University of Leeds
Henk	Huijser	Queensland University of Technology
Rhonda	Huisman	St. Cloud State University
Christie	Hurrell	University of Calgary
Maria	Hussain	University of Leeds
Marie	Huxtable	University of Cumbria, UK.
Nathan	Innocente	University of Toronto
Kate	Ippolito	Imperial College London
DAWNE	IRVING-BELL	BPP University
Rebecca	Itow	Indiana University High School
Michele	Jacobsen	University of Calgary
Md Golam	Jamil	Leeds Trinity University
Emilia	Jarochowska	Utrecht University
Margareta	Jernås	University of Gothenburg
Surita	Jhangiani	University of British Columbia
Jen	Johansson	University of Gothenburg
Dawn	Johnston	University of Calgary
Sonja	Johnston	University of Calgary
Sarah	Joyce	University of Leeds
Kristina	Kähler	Hochschule Ruhr West /University of applied science
Samantha	Kahts-Kramer	North-West University
Camille	Kandiko Howson	Imperial College London
PHOEBE	KANG	UTM
Rutger	Kappe	Inholland University of Applied Sciences
Jonas	Karlén	University of Gothenburg
Mari	Karm	University of Tartu
Dana	Karraker	Illinois State University
Ece	Kaya	University of Technology Sydney
Lauren	Kearns	Elon University
Shannon	Kell	Mount Royal University
Jacob	Kelley	Auburn University
Tamara	Kelly	York University
Barbara	Kensington-Miller	The University of Auckland
Bryn	Keogh	University of Calgary

First Name	Last Name	Organization
Mike	Kerr	University of Leeds
Elaine	Khoo	University of Toronto Scarborough
Sarah	Kidwai	Utrecht University
Martyn	Kingsbury	Imperial College London
Femke	Kirschner	Utrecht University
Kim-Lara	Klerk-Bos	Utrecht University
Sarah	Klotz	College of the Holy Cross
Manon	Kluijtmans	Utrecht University
Kris	Knorr	McMaster University
Kristin	Koepke	University of Wisconsin-La Crosse
Mieke	Koeslag-Kreunen	Utrecht University of Applied Sciences
Edith	Koh	University of Groningen
Robert	Kordts	University of Bergen
Andries	Koster	Utrecht University
Ulku	Kozluca	University of Exeter
Amita	Krautloher	Charles Sturt University
Kimberly	Krebs	University of Vermont
Nadine	Krisk	University of Wisconsin-Whitewater
Henk	Kummeling	Utrecht University
Katri	Kütt	University of Tartu
Ekua Mensimah Thompson	Kwaffo	Ashesi University
Evelyn	Lai	The University of New South Wales
Margo	Lane	The University of Queensland
Matthew	Langley	California Institute of Technology
Maria	Larsson	Lund University
Stefan	Larsson	Kristianstad university
Susanna	Larsson	University of Gothenburg
Gunvor	Larsson Torstensdotter	Linköping University
Esther	Laryea	Ashesi University
Isabel	Lausberg	Hochschule Ruhr West
Erika	Lee	Indiana University
Susan	Lee	Staffordshire University
Katie	Lee Bunting	University of British Columbia
David	Lemmons	George Mason University
Alison	Leslie	University of Leeds
Lisa	Levelt	Psychology, Utrecht University
Naomi	Levy-Strumpf	University of Toronto
Heather	Lewis	Pratt Institute
Josie	Leydon	MANCHESTER METROPOLITAN UNIVERSITY
Zhumei	Liang	Shanghai JiaoTong University, Shanghai, China
Katarina	Lindahl	University of Gothenburg
Nicole	Lindahl	Gothenburg University
Laina	Lockett	George Mason University
Jennifer	Lofgreen	University of Toronto
janet	Lord	Manchester metropolitan university
Diane	Lorenzetti	University of Calgary
Helle	Lottrup Halkjær Rhode	University of Copenhagen, Centre for Online and Blended Learning
Christopher	Love	Griffith University
Whitney	Lucas Molitor	University of South Dakota
Noraly	Luitjes	UMC Utrecht
Kristen	Luschen	Amherst College
Lieke	Maas	Utrecht University
Jessica	Macer-Wright	University of New South Wales
Ina Alexandra	Machura	Goethe University Frankfurt
Christina	Magkoufopoulou	Coventry University
Hasitha	Mahabaduge	Georgia College & State University



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Patrick	Maier	Nipissing University
Geneviève	Maheux-Pelletier	York University
Niall	Majury	Queen's University Belfast
Norul Hidayah	Mamat	International Medical University
Sara	Marcketti	Iowa state university
Samane	Maroufi	UNSW
Katarina	Martensson	Lund University, Dept of Educational Sciences
Noah	Martin	Georgetown University
Elham	Marzi	University of Toronto
Derritt	Mason	University of Calgary
Jon	Mason	Charles Darwin University
Simon	Massey	Manchester Metropolitan University
Hannah	Mathers	University of Glasgow
Kelly	Matthews	University of Queensland
SUSAN	MAYSON	MONASH UNIVERSITY
John	McArdle	Salem State University
orlagh	McCabe	Manchester Met
Marian	McCarthy	University College Cork
Cora	McCloy	Centre for Teaching Support & Innovation, University of Toronto
Brett	McCollum	Thompson Rivers University
Luke	McCrone	Imperial College London
Fiona	McCullough	University of Nottingham
Brianne	McGonigle Leyh	Utrecht University
Susannah	McGowan	Georgetown University
Irma	Meijerman	Utrecht University
Maria	Melén	Kristianstad University
Craig	Mellare	The University of Sydney
Aitor	Mendia	University of the Basque Country (EHU)
Kristi	Mets-Alunurm	Tallinn University
Janna	Meyer-Beining	University of Gothenburg
Joan	Middendorf	Indiana University Bloomington
Amanda	Miller	Manchester Metropolitan University
Sharmila	Miller	Capilano University
Emma	Mills	University of New South Wales
Jennie	Mills	University of Warwick
Ave	Minajeva	University of Tartu, Institute of Biomedicine and Translational Medicine
Amy	Minix	Indiana University Bloomington
Gorana	Misic	University of Glasgow
Glenn	Miskovsky	Amherst College
Jessie	Moore	Elon University
John	Morgan	The Open University
Yoko	Mori	University of Otago
Helen	Morley	University of Leeds
Susan	Morón-García	Oxford Brookes University
Scott	Morrison	Elon University
Scott	Morrison	Elon University
Mark	Mort	University of Kansas
Jeanette	Mostert	Radboud University Medical Center Nijmegen, The Netherlands
Phillip	Motley	Elon University
Stacey	Mottershaw	University of Leeds
Gavin	Mount	UNSW
Mukisa	Mujulizi	Global Classroom for Democracy Innovation
Tamara	Muladitan-de Koning	Utrecht University
James	Murphy	University of Calgary
Mohamad	Musa	Cape Breton University
Vishna Devi	Nadarajah	International Medical University

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Mayuko	Nakamura	Illinois State University
Veronia	Nasralla	Utrecht University
Sara	Nasrollahian Mojarad	University of Iowa
Liezel	Nel	University of the Free State
Samantha	Newell	University of Adelaide
Radka	Newton	Lancaster University
Lorelei	Nickel	University of Saskatchewan
Christine	Niebler	TH Nuremberg
Gery	Nijenhuis	Utrecht University
Sam	Nolan	Durham University
Lorelli	Nowell	University of Calgary
Susan	Noyes	University of Southern Maine
Esther	Nthiga	Dedan Kimathi University of Technology
Iro	Ntonia	Imperial College London
Jorun	Nylehn	University of Bergen
Kevin	O'Connor	Mount Royal University
Rachael	O'Connor	University of Leeds
Sara	O'Sullivan	University College Dublin
Martha	Oakley	Indiana University
Valerie	OLoughlin	Indiana University
Rachel	Olson	University of Minnesota Rochester
Ken	Olsson	University of Gothenburg
Catherine	OMahony	University College Cork
Regína	Ómarsdóttir	Center of Teaching and Learning at University of Iceland
Belinda	Ommering	University of Applied Sciences Utrecht
Christiaan	Oostdijk	Inholland University of Applied Sciences
Inyang	Osemene	Texas Southern University College of Pharmacy and Health Sciences
Christopher	Ostrowdun	University of Leeds
Angela	Owusu-Ansah	Ashesi University
David	Pace	Indiana University
Nicola	Pallitt	Rhodes University
Rahul	Pandit	University Medical Center Utrecht
Maria	Papaconstantinou	University of Toronto
Natalie	Pareja Roblin	University of Amsterdam, Teaching and Learning Centre
amy	parziale	University of Florida, Warrington College of Business, Management Communic
Anja	Pawelleck	University of Zurich
Susan	Pawley	The Open University
Monika	Pazio Rossiter	Imperial College London
Emma	Peasland	University of Leeds
Eva	Peisachovich	York University
Heather	Pelzel	University of Wisconsin System
Natasha	Pestonji-Dixon	University of British Columbia
Sara	Petchey	University of Zurich
Isabela	Pires Darcie	University of Bergen
Rachel	Plews	Northeastern University
Fredrik	Portin	Malmö University
Andrew	Potter	The Open University
Nichole	Powell	Emory University- Oxford College
Madeleine	Pownall	University of Leeds
Andrea	Prier	University of Waterloo
Victoria	Priganc	University of Vermont
Jane	Pritchard	University of Oxford
Cara	Putman	Purdue University
Monique	Quaedackers	UMCU/UU
Jeff	Quinn	College of the Rockies
Kiruthika	Ragupathi	National University of Singapore

First Name	Last Name	Organization
Nira	Rahman	University of Melbourne
Ketki	Raina	University of Pittsburgh
Kristina	Reardon	Amherst College
Senka	Rebac	Inholland
Karin	Rebel	Utrecht University
Larissa	Rector	Tennessee Tech University
Annette	Redmon	University of Cincinnati
Sara	Reena	Mount Royal University
George	Rehrey	Indiana University Bloomington
Katja	Reinecke	Freie Universität Berlin
Anne	Reino	Tartu University
Jennifer	Reniers	University of Guelph
Alex	Rennet	University of Toronto, Mississauga
Sal	Renshaw	Nipissing University
Mike	Reynolds	University of Leeds
Beth	Richan	Queen's University
Deborah	Richardson	Augusta University
Peter	Riegler	Bavarian Center for Innovative Teaching
Dave	Riley	University of Leeds
Sandra	Rios Oyola	University College Roosevelt
Julio	Rivera	Carroll University
Jessica	Riviere	University of Michigan - Dearborn Hub for Teaching and Learning
Carol	Robinson	University of York
Jennifer	Robinson	Indiana University
Phil	Robinson-Self	BPP Education Group
Leanne	Roderick	Simon Fraser University
Veronica	Rodriguez Moncalvo	McMaster University
Mathilde	Roger	Durham University
Carol	Rolheiser	University of Toronto
Elena	Rosca	Ashesi University
Torgny	Roxå	Centre for Engineering Education Lund University
Adele	Ruosi	University of British Columbia - Physics & Astronomy
Peggy	Rupprecht	Creighton University
Shawna	Ryan	College of the Rockies
Åsa	Ryegård	Mälardalen University
Maya	Saggar	University of Calgary
Lisa	Salvato	Tennessee School for the Blind
Ragnhild	Sandvoll	UiT The arctic university of Norway
Anna	Santucci	University College Cork
Anu	Sarv	University of Tartu
Claire	Saunders	The Open University
FIONA	SAUNDERS	MANCHESTER METROPOLITAN UNIVERSITY
Michael	Schakelaar	UMC Utrecht
Lauren	Scharff	U. S. Air Force Academy
Sandra	Scheele	Hochschule Niederrhein
Judith	Scheerens	Utrecht University
Pia	Scherrer	ETH Zurich
Elske	Schönhals	Hochschule Niederrhein University of Applied Sciences
Asta B.	Schram	University of Iceland
Cornelia	Schreck	North-West University
Kelly	Schrum	George Mason University
Laurel	Schut	Dalhousie University
Simone	Schut	UMCU
Veronique	Schutjens	Utrecht University
Jennifer	Scoles	The University of Edinburgh
Janel	Seeley	University of Wyoming

First Name	Last Name	Organization
Sarah	Seeley	University of Toronto Mississauga
Niklas	Segergren	University of gothenburg
Helen	Selby-Fell	The Open University
Clarice	Shanks	Augusta University
Leslie	Shayer	Okanagan School of Education/The University of British Columbia
Fiona	Shelton	Leeds Trinity University
Lorna	Sibbett	The Open University
Greg	Siering	Indiana University Bloomington
Jón Grétar	Sigurjónsson	University of Iceland School of Health Sciences
Kate	Sim	The Open University
Stefanie	Sinclair	The Open University
Shannon	Sipes	Indiana University
Therése	Skoog	University of Gothenburg
Michelle	Skop	Wilfrid Laurier University
Susanne	Skyllberg	University of Gothenburg
Karen	Smith	University of British Columbia - Dept. of Microbiology & Immunology
Susan	Smith	UCL
Susan	Smith	Leeds Beckett University
Shannon	Smyrl	Thompson Rivers University
Anna	Söderström	Linköping University
Lorena	Sosa	Utrecht University
Jonathan	Soule	bioCEED - University of Bergen
Stephanie	Spong	University of New Mexico
Laura	Sponsler	University of Denver
Chanon	Sriburapapirom	Mahidol University
Odd Rune	Stalheim	Inland Norway University of Applied Sciences
Alison	Staudinger	University of Denver
Nikolaj	Stegeager	Aalborg University
Hillary	Steiner	Kennesaw State University
Camille	Sterner Sampers	University of Minnesota
Christie	Stewart	University of Guelph
Jaclyn	Stewart	The University of British Columbia
Laura	Stinson	Nottingham Trent University
Denise	Stockley	Queen's University
Claire	Stocks	BPP University
Lisa	Stowe	University of Calgary
Katrina	Strampel	Edith Cowan University
Martha J	Strickland	Penn State
Christian Bianchi	Strømme	University of Bergen/bioCEED
Erin	Styles	University of Toronto
Catalina	Suarez	Universidad del norte
Masaaki	Sugihara	University of the Sacred-Heart, Tokyo
Naeti	Suksomboon	Mahidol University
Dennis	Sumara	University of Calgary
Mindi	Summers	University of Calgary
Monica A	Sundset	UiT The Arctic University of Norway
Maria	Sunnerstam	Gothenburg university
Igor	Sweet	Utrecht Institute for Pharmaceutical Sciences
Sharon	Swift	Augusta University
Rebecca	Sykes	University of Gothenburg
Kara	Taczak	University of Denver
Kathy	Takayama	Okinawa Institute of Science and Technology Graduate University
Anne	Tallontire	University of Leeds
Paul	Taylor	University of Leeds
Stuart	Taylor	Edinburgh Napier University
Susan	te Pas	Utrecht University

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Patrik Kjærdsdam	Telléus	Department of Health Science and Technology, Aalborg University
Pamela	Terrell	University of Wisconsin-Stevens Point
Inge	The	Utrecht University
Sarah	Thelen	University College Cork
Krishna	Thiagarajah	Indiana University - Bloomington
Angelika	Thielsch	University of Göttingen
Jaimal	Thind	University of Toronto - Mississauga
Christy	Thomas	Ambrose University
Kate	Thompson	Dalhousie University
Anna	Thoren	University of Gothenburg
Ruben Schelbred	Thormodsæter	University of Bergen
Nouchka	Tick	Utrecht University
Jerilyn	Tinio	Purdue University
Karolin	Toompere	University of Tartu, Institute of Family Medicine and Public Health
Rie	Troelsen	University of Southern Denmark
Dan	Trowsdale	University of Leeds
Katherine	Troyer	Trinity University
Mary Helen	Truglia	Indiana University, Bloomington
HSUNCHIEH	TSAI	Teikyo University
Ian	Turner	University of Derby
Lucy	Turner Voakes	University of York
Rosemary	Tyrrell	University of California Riverside
Sara	Uhnnoo	University of Gothenburg
Kaire	Uiboleht	University of Tartu
sharon	ultsch	University College Cork
Renee	Valiquette	Nipissing University
Veiko	Valkiainen	University of Tartu
Marije	van Braak	Utrecht University
Ivo	van den Berk	Stiftung Innovation in der Hochschullehre
Carlijn	van den Boomen	Utrecht University
Sofie	Van den Eynde	University of Groningen
Ferdinand	van der Graaf	RUG
Marie	van der Kloet	University of Bergen
Frank	van der Salm	Utrecht University School of Economics
Esther	van der Sluis	Utrecht University
Maarten	van der Smagt	Experimental Psychology, Utrecht University
Heleen	van der Veen	Utrecht University
Gisela	van der Velden	UMC Utrecht/Utrecht University
Jet	van der Zijden	Utrecht University
Esther	van Dijk	Educational Development & Training
Emanuel	van Dongen	Utrecht University
Anneke	van Houwelingen	Utrecht University, Faculty of Science
Ingeborg	van Knippenberg	Edinburgh Napier University
Rianne	Van Lambalgen	Utrecht University
Bo	van Leeuwen	Utrecht University
Jessica	van Oss	Quinnipiac University
Marit	van Riessen	Utrecht University
Daphne	van Weijen	University of Amsterdam
Tamara	Van Woezik	Radboud University Nijmegen
Maureen	Vandermaas-Peeler	Elon University
Rik	Vangangelt	Utrecht University
Tracy	VanOss	Quinnipiac University
Trish	Varao-Sousa	University of British Columbia
Tunde	Varga-Atkins	University of Liverpool
Edward	Venn	University of Leeds
Monica	Vesely	University of Waterloo

First Name	Last Name	Organization
Sylvi	Vigmo	University of Gothenburg
Inga	Villa	University of Tartu, Institute of Family Medicine and Public Health
Miako	Villanueva	Gallaudet University
Julianne	Viola	Imperial College London
Mattias	von Feilitzen	University of Gothenburg
Bettina	von Lieres	University of Toronto Scarborough
Michael	von Maltitz	University of the Free State, South Africa
Patrik	Vulkan	University of Gothenburg
Anna	Wach	Poznań University of Economics and Business
Gabriela	Wale Soto	University of Bergen
Karena	Waller	The University of Melbourne
Sean	Walton	Leeds Trinity University
Lijuan	Wang	Shanghai Jiao Tong University
Sven	Warnke	Technical University of Applied Sciences Würzburg-Schweinfurt
C. Edward	Watson	American Association of Colleges and Universities
Karin	Watson	University of New South Wales
Andrea	Webb	University of British Columbia
Heather	Webb Springer	Ellbogen Center for Teaching and Learning, University of Wyoming
Ashley	Welsh	University of British Columbia
Adam	Westall	Manchester Metropolitan University
Nirmani	Wijenayake	University of New South Wales
Lindy	Wijsman	SintLucas
Catherine	Wilkinson	University of Leeds
Danielle	Williams	University of Leeds
Shawna	Williams	Langara College
Erica	Wilson	Southern Cross University
Stacy	Wilson	Maricopa County Community College District
Matthew	Wingfield	Stellenbosch University
Peta	Winters-Chang	University of Queensland (Brisbane, Australia)
Ben	Witz	University of Leeds
Krista	Wojdak	Appalachian State University
Amanda	Wolf	School of Government, Victoria University of Wellington
Michael	Wong	McMaster University
Louise	Woodcock	University of Leeds
Cherie	Woolmer	Mount Royal University
Melissa	Wright	Barnard College
Michelle	Yeo	Mount Royal University
li	yiran	Beijing Institute of Technology
YAMASHITA	YUMIKO	Teikyo University
Mary	Zadnik	University of St. Augustine for Health Sciences
Tomas	Zahora	Monash University
Sandra	Zappa-Hollman	The University of British Columbia
Min	Zhong	Auburn University
Karyn	Zieve	Pratt Institute
Ilya	Zitter	HU University of Applied Sciences Utrecht



## Appendix: Restaurants and cafés

### **STADSKASTEEL OUDAEN**

Oudegracht 99  
3511 AE Utrecht  
T: +31 (0)30 2003881  
Open whole week  
E: [info@oudaen.nl](mailto:info@oudaen.nl)  
[www.oudaen.nl](http://www.oudaen.nl)



### **DE RECHTBANK**

Korte Nieuwstraat 14  
3512 NM Utrecht  
T: +31 (0)30 233 0030  
Open whole week  
E: [reserveren@derechtbank.com](mailto:reserveren@derechtbank.com)  
[www.derechtbank.com](http://www.derechtbank.com)



### **WATERTOREN UTRECHT**

Heuveloord 25A  
3523 CK Utrecht  
Open whole week  
T: +31 30 303 1216  
E: [info@wturbankitchen.nl](mailto:info@wturbankitchen.nl)



### **Restaurant De Zakkendrager**

Zakkendragersteeg 26  
3511 AA Utrecht  
T: +31 (0)30-2317578  
Open whole week  
e. [info@zakkendrager.nl](mailto:info@zakkendrager.nl)  
[De Zakkendrager](http://DeZakkendrager.nl)



### **Bunk Utrecht**

Catharijnekade 9,  
3511 RT Utrecht  
Open whole week  
E: [restaurant.utr@WeAreBunk.com](mailto:restaurant.utr@WeAreBunk.com)  
T: +31 (0) 88 6969811  
[Bunk Utrecht](http://BunkUtrecht.nl)



### **Pizza Beppe**

Harde Bollenstraat 10  
3512 TP Utrecht  
+ 31 (030) 28071200  
Open whole week  
[Utrecht Centrum – Pizza Beppe](http://UtrechtCentrum-PizzaBeppe.nl)



### Plant-based restaurants

- [Vegitalian](#) €€
- [The Green House](#) €€- €€€
- [Gys](#) €€ - €€€
- [Copper Branch](#) €€

### Food to share

- [Ruby Rose](#) €€
- [Street food club](#) €€
- [Carmel Market](#) €€
- [Gran Café Brava](#) €€
- [Spice Monkey](#) €€

### Fish

- [Vis & Meer](#) €€€
- [The Seafood Bar](#) €€

### Grill

- [Gauchos](#) €€
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