ACADEMIC DEVELOPMENT CENTRE

2022/23
YEAR IN REVIEW

Strategic Commitments

ADC supports MRU faculty in their pursuit of high-quality teaching and learning.

ADC teams and services are aligned to support the MRU academic plan.

ADC fosters an environment for innovation. We appropriately balance creativity with reasonable risks.

ADC provides leadership in cultivating community across MRU and purposefully engages in external educational networks.

Christian Cook, PhD

Academic Director, ADC

Professor,
Bisset School of Business

MESSAGE FROM THE ACADEMIC DIRECTOR

I am incredibly grateful to the ADC team and to our university community, who worked together to achieve myriad academic successes again this year. I am thrilled to have welcomed back Andrew Goodmanson to the ADC in the role of Manager, Learning Technologies, onboarded Educational Technologist Dr. Kumar Chandresakhar to join Andrew Reil in the ADC Sandbox, and to have the pleasure of hiring Christina Devetzis to our growing instructional design team. We are also very proud to have employed four cooperative education students in the ADC who made amazing contributions to our success through their work-integrated learning placements.

Our team of experts across our ADC teams provide resources and support faculty through academic media, learning technologies, web design, media training, instructional design, faculty development and consultations, and the scholarship of teaching and learning (through the Mokakiiks Centre for SoTL). While our primary audience is credit faculty, evidence of the value we create at Mount Royal University is visible through the gains students experience learning in their on-campus and virtual classrooms. Our collective efforts and collaborations across the university have enabled another record year of faculty engagement to meet our student promise for excellence in teaching and learning.

Some of the more significant initiatives were reaffirming our team-wide strategic commitments in the Academic Development Centre (see previous page) and implementing D2L Brightspace. Throughout this document, you can read about the effort and success of our team members in upgrading and future-proofing the online delivery of instructional content for students. We increased the security, stability, and reliability of online resources by renewing our learning management system (LMS), which also enabled a mobile option for students that better suits their learning preferences and behaviours. We offered training to almost 1,000 employees and supported the transition of more than 16,000 credit and non-credit learners to the new system.

By acquiring Ally, a third-party integration to our LMS, we have provided ease and options to faculty, enabling them to offer educational content and resources to students that have enhanced universal design for learning and accessibility. And, through the renewal of our development offerings, workshops, communities of practice, faculty orientation programs, and new learning technologies, we have seen faculty reinvigorated in how they teach and interact with students.

To close, and with deep appreciation and the utmost respect, I thank Dr. Jennifer Pettit, Professor of History and Dean of the Faculty of Arts, for her leadership in supporting the ADC this year as the Interim Vice-Provost of Mount Royal. I'd also like to thank her Dean's Advisory Group (DAG) and Leadership, Finance, and Administrative team, with whom I greatly enjoyed working this year. Thank you, Jennifer and team.

My colleagues and I in the ADC are excited to welcome Dr. Karim Dharamsi to his new Vice-Provost Academic role (July 2023). We also enthusiastically welcomed Dr. Chad London back to our Mount Royal community as Provost and Vice-President, Academic, in January 2023. We will work closely with the Offices of the Provost and Vice-Provost Academic to ensure the ADC continues to move the University Strategic Plan and the university's new Academic Plan forward. Alongside our outstanding leadership team, we look forward to the years ahead.

With the greatest of gratitude for the opportunity to work and collaborate with this incredible team, CC

CATALYZING EXCELLENCE AND INNOVATION IN TEACHING, LEARNING, AND THE USE OF EDUCATIONAL TECHNOLOGY

FACULTY ORIENTATION & SUPPORT

Faculty orientation helps new teaching staff integrate into the teaching and learning context of MRU. As a university that emphasizes teaching, faculty must comprehend the expectations of our students. The ADC is responsible for leading the orientation efforts for new full-time faculty members each fall, as well as contract faculty members each fall and winter.

These programs are specifically designed to help new faculty members acclimate to the best practices in teaching and learning, as well as provide opportunities for socialization, community building, and professional development. During the orientation, faculty members are introduced to the resources available to them to support teaching excellence. Additionally, tenurable faculty members are specifically supported through their pre-tenure period through faculty development and the opportunity to participate in a mentorship program offered through the ADC.

During orientation, all faculty members are also introduced to the support systems available to both themselves and their students, such as Accessibility Services, Student Learning Services, Wellness Services, the Office of Student Support, the Library and Learning Centre, and the Student Association of MRU - SAMRU. The ultimate goal of these programs is to contribute to effective and scholarly teaching, as well as the overall engagement and success of faculty members in their roles.

64
faculty participated in the New Faculty Support Program

50
contract faculty participated in the Contract Faculty Support Program

15
mentorship pairs were formed

PROFESSIONAL DEVELOPMENT

The ADC provides MRU faculty with various professional learning opportunities, including stand-alone workshops, short courses over several sessions, and yearlong engagements such as Faculty Learning Communities (FLC). These professional development opportunities address topics related to pedagogy, curriculum, the assessment of learning, scholarship, and technology integration in a post-secondary context.

MRU teaching and learning community members completed **1,346** session registrations for workshops and programs offered by the ADC, accounting for **2,311** hours of participation in teaching and learning professional development.

You can register for our current professional development offerings at mru.ca/adcworkshops.
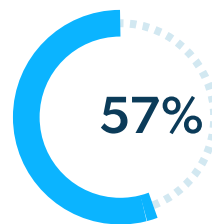
REGISTER

1,346
session registrations
(faculty, staff, admin)

2,311
hours of participation

Full-time Faculty

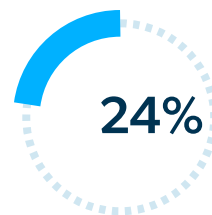**57%** participated in at least one workshop

245 unique attendees

837 total attendees

Contract Faculty

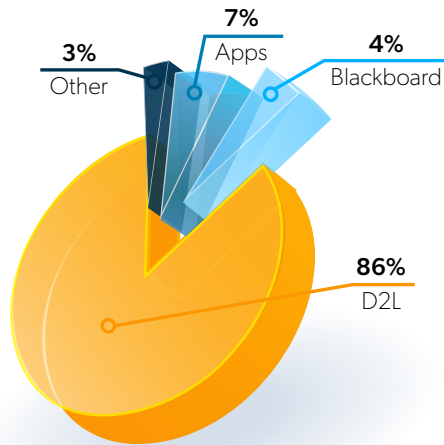**24%** participated in at least one workshop

120 unique attendees

352 total attendees

Pie chart

- **3%** Other
- **7%** Apps
- **4%** Blackboard
- **86%** D2L

9,105
points of assistance to faculty, staff, and students

144K
views on the Sandbox On-Demand website

42K
views on the Sandbox On-Demand YouTube channel

984
hours of watch time

DROP-IN TECHNOLOGY SUPPORT

Sandbox

The Sandbox drop-in computer lab helps to increase the effective use of technologies for teaching and learning at MRU. This year, the Sandbox provided a record breaking **9,105** points of assistance to the MRU community.

86% of contacts were related to D2L Brightspace (D2L), MRU's learning management system (LMS).

Sandbox On-Demand

We also offer online technology training for faculty through the Sandbox On-Demand portal, which includes video tutorials covering various technologies. The site has received **144k** page views and can be accessed at mru.ca/sandbox. These videos can also be viewed on the Sandbox On-Demand YouTube channel, which had **42k** views and **984** hours of watch time. To subscribe to the Sandbox YouTube channel, visit youtube.com/@ADCSandbox.

D2L BRIGHTSPACE IMPLEMENTATION

On-boarding faculty to D2L Brightspace (D2L), MRU's new learning management system (LMS), was our most significant accomplishment and contribution in the 2022/23 academic year. Multiple resources and training were launched to support faculty in the transition.

D2L Workshop Series

Throughout the academic year, a comprehensive series of 7 workshops were designed and offered to prepare faculty and staff for the transition to D2L. The workshops covered an array of essential topics, including Getting Started, Organizing Your Course (in two parts), Assignments, Quizzes, Grades, and Groups. A total of **88** sessions ran with **658** faculty, staff, and admin attending.

88
sessions ran

658
session registrations
(faculty, staff, admin)

Support Requests by Year

7,331

5,473

9,105

2020/21   2021/22   2022/23

Sandbox Support

An indispensable resource for many faculty in a typical year, the Sandbox was crucial in the transition to D2L. The Sandbox received **9,105** support requests, which is a record-breaking **166%** increase from the previous academic year's **5,473** requests. This is also a significant increase of **124%** from the **7,331** requests received in the 2020/21 academic year, during the pandemic, which was the last record year.
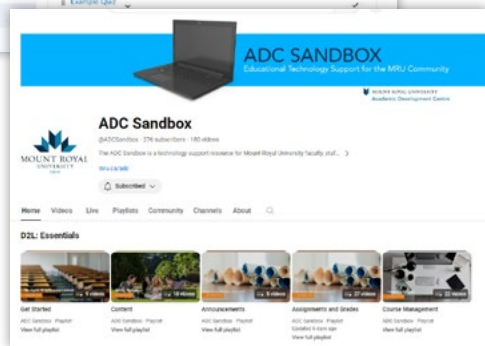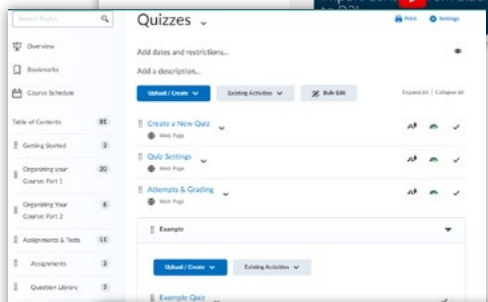
D2L Resources

New web resources were developed by the Learning Technologies team with feedback and contributions from across the department.

9,075
views on the D2L Brightspace Support site

D2L Brightspace Support Site

The support site was originally developed in Spring 2022 for the D2L soft launch. To meet the needs of the full Fall 2022 launch, the site was updated and expanded with a strong focus on migrating course content from Blackboard to D2L. The site had **9,075** page views over the academic year.

The site content included:

- Tutorials and best practices for migrating course content from Blackboard
- Essential training tutorials developed by both D2L and our Sandbox team
- Information and links for additional support, workshops, and student resources

D2L Brightspace Training Course

A self-enrollment course was developed in D2L to provide a repository of notes and materials from the D2L training workshops. Attendees of the workshops used the course to review materials and experience assignments, quizzes, and other tools from the student's perspective. The course also served as an asynchronous version of the workshop for those who were unable to attend. Currently, the course has **233** faculty and staff enrolled.

Sandbox On-Demand

The Sandbox On-Demand website and YouTube channel were updated with more than 100 video tutorials tailored specifically to D2L. This update is a reflection of our continued commitment to providing top-notch asynchronous support to our users.
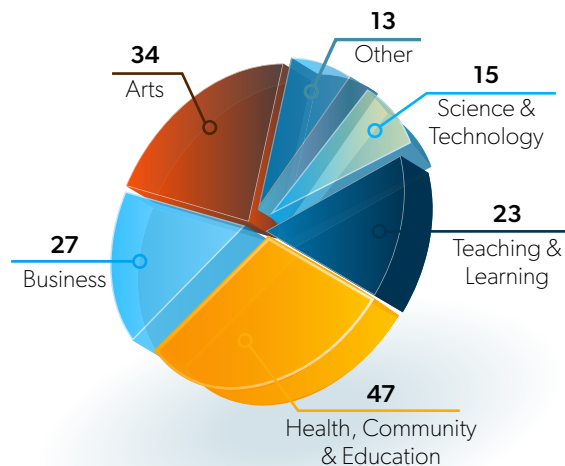
ADC EXPERTISE IN ACTION

ADC offers a number of supports and services as a means of assisting faculty in their roles. Whether through consultation or more hands-on forms of assistance, we work collaboratively with faculty, providing complementary expertise in order to assist them in achieving specific goals.

Consultation Services

Consultation services are at the heart of ADC's work with MRU colleagues, allowing us to be intentionally responsive to myriad requests for support related to the professional learning and professional development needs of faculty and instructional staff.

Our Faculty team and professional staff provided **159** consultations to faculty from academic units across the institution.

34
Arts

13
Other

15
Science & Technology

23
Teaching & Learning

27
Business

47
Health, Community & Education

Curriculum Redesign Support

The ADC supports MRU faculty in redesigning curriculum in order to help improve student learning and success. Potential course redesign activities may include the following: needs assessment to explore current and future aspects of the course; review of learning activities and approaches to assessment of learning; and curricular mapping to examine the alignment of outcomes, learning activities, and assessments at a course or program level.

This year our Faculty team supported the following curriculum redesign projects:

CHST 3101 Foundations of Interdisciplinary Professional Practice

BIOL 2101 Genetics

SCIE 3030: Decolonizing Science

eLearning Project Development

The Instructional Design (ID) team supports MRU faculty in the development and maintenance of fully online and blended courses, including the "flipped classroom" approach. Faculty members work collaboratively as subject matter experts with an instructional design consultant, graphic designer, and other ADC professional staff and faculty as required.

This year, the ID team supported the development and maintenance of the following eLearning courseware projects:

ELearning Course Name	Mode
HLTH 3217 Professional Nursing in Family Newborn	Blended
Health, Community, and Education Faculty Orientation	Online
INST 2270 Virtual Exploration of the Treaty 7 Context	Online
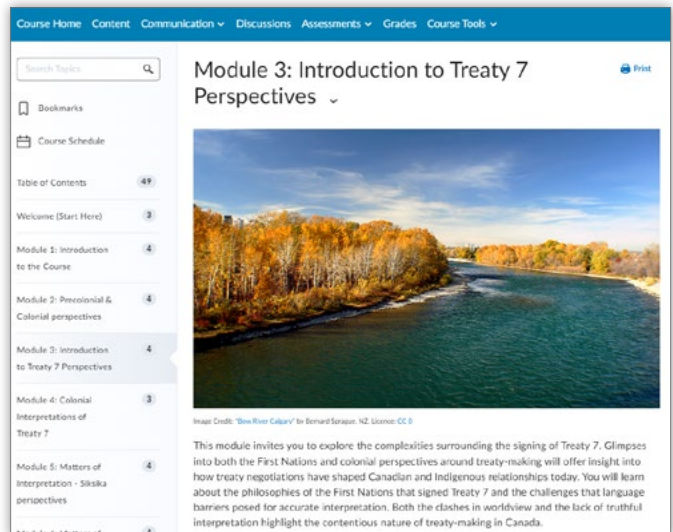
Academic Media Production

The ADC Academic Media Group (AMG) works with faculty to design and create engaging media that supports teaching and learning using a variety of production tools to build curriculum, instructional, or experiential content.

This year, the AMG completed **50** projects with a record **897** video, VR, photo, and audio components to support teaching and learning. These and other media projects by MRU faculty are showcased on the MRU: Focus on Teaching & Learning YouTube Channel which had over **338K** views this last academic year, reaching institutions, businesses, and individuals around the globe.
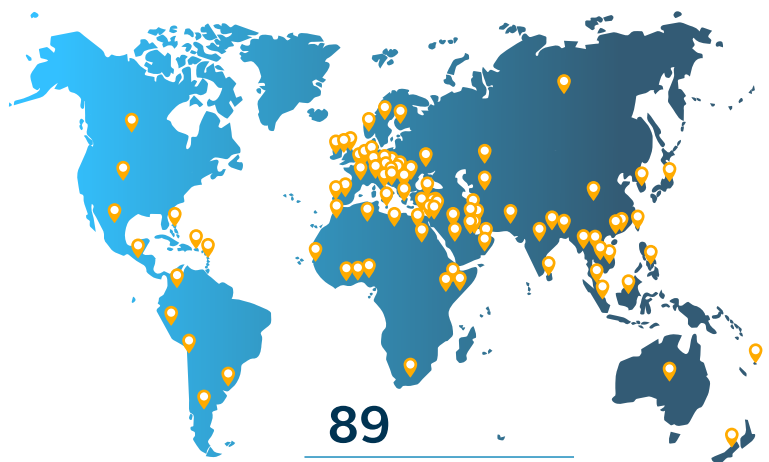
50
media projects

897
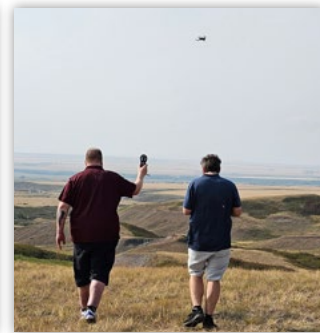video, VR, photo, and audio components

338K
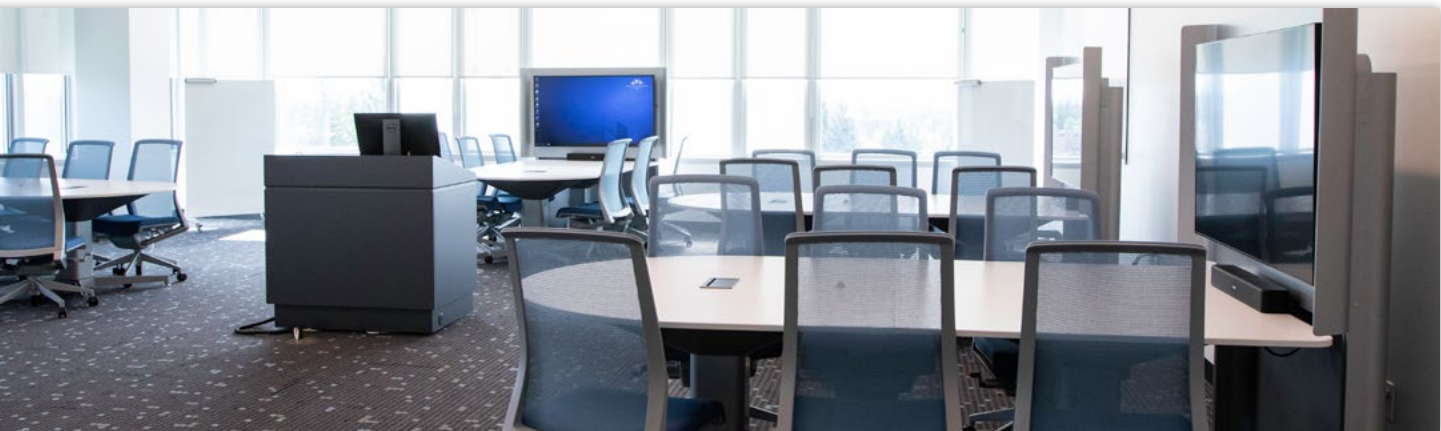views on the MRU: Focus on Teaching & Learning YouTube channel

89
countries watched at least one video

Technology Enhanced Services & Spaces

Active Learning Initiative

The primary goal of the initiative is to promote active learning pedagogies. In addition, we seek to investigate the effects of classroom design on teaching and learning practices that involve active learning pedagogies. The initiative is composed of a community of practice, workshops, consultations, and a research project on teaching in active learning environments. A secondary priority is to conduct research on the impact of learning spaces in teaching and learning practices. Interested faculty can either create their own SOTL project or be part of a larger study led by the ADC.

Active Learning Classroom

The ALC is an experimental teaching space designed to support teaching practices aligned with active learning principles. The room includes an instructor's podium and six learning pods, and is equipped with a large screen per pod, microphones, whiteboards, and a video recording system.

The ADC worked in partnership with ITS's Electronics Engineering Services (EES) and network teams to introduce significant improvements to the ALC's technology infrastructure. These enhancements have increased the stability and reliability of the room's technology, resulting in an improved user experience marked by fewer disruptions caused by technical issues. Additionally, this upgrade has significantly diminished the requirement for support and service when compared to the original technology, which had reached the end of its operational life.
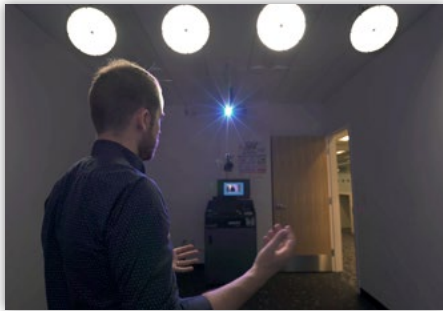
34
course sections taught in the ALC

444
bookings in the ALC

Academic Media Lab

The ADC offers multiple spaces for students, faculty, and staff to easily record and edit media. The Academic Media Lab comprises three rooms with one-button recording, including a large studio and two smaller spaces that also serve as editing suites. These spaces may appeal to a variety of faculty from those engaged in a flipped-classroom approach to those who assign multimedia projects to students as part of their coursework. To learn more or reserve these spaces, visit mru.ca/academicmedialab.

⭐ New

Lightboard Studio

We are excited to announce the opening of our brand-new Lightboard Studio. This is a special space for faculty to record whiteboard notations while facing the camera. The studio is equipped with open broadcasting software, which makes it easy to switch between the camera, a presentation, and other overlays without complex video editing. The Lightboard Studio is perfect for recording asynchronous lectures or review material for technical concepts. To learn more or book this space, please email our Media Trainer, Bree Smith, at bssmith@mtroyal.ca.

CROSS-CAMPUS COLLABORATIONS

Celebrate! Teaching & Learning at MRU

The MRU campus community came together on May 4 for the fifth annual Celebrate! Teaching and Learning at MRU event. We hosted 26 sessions that were presented and attended by faculty, staff, students, and leaders.

This event was host to the presentations of the Distinguished Faculty Awards (DFA) and the announcement of Sarah Hewitt as MRU's third 3M National Teaching Fellow. We were also excited to have previous 3M Fellow and DFA recipient Pamini Thangarajah present as this year's keynote speaker.

Office of Research, Scholarship and Community Engagement (ORSCE)

In the last five years, the Office of Research, Scholarship, and Community Engagement (ORSCE) research project volume has increased substantially in terms of the number of grants, both external and internal. With this increase in projects, ORSCE identified a need for several training initiatives. To accomplish these initiatives, the Instructional Design team partnered with ORSCE with the goal of redesigning existing training and creating new online and blended learning to make the content more accessible to faculty. A two-phase project started in April 2022 with Research Finance Analysts to develop a series of short video tutorials that supported the use of the FAST Research reporting systems. The first phase was completed in August 2022. Starting with a few how-to PDFs, the project collaboration resulted in a knowledge base site that includes customized videos and pages to support MRU FAST Research users in self-serve learning tools. The FAST Research video tutorials website can be found on ORSCE's Resources and Training page.

Provost's Teaching and Learning Enhancement Grants

The ADC supports recipients of the annual Provost's Teaching and Learning Enhancement (TLE) Grants. These grants encourage faculty innovation and exploration related to pedagogical issues, focusing on benefits and impacts for undergraduate learning.

An ADC liaison – a faculty member or professional staff member – is assigned to each grant recipient in order to provide the following types of additional support and expertise to the project:

- Ongoing consultations and feedback related to planning, assessment, instructional design, etc.;
- Hands-on assistance with the creation of digital learning objects, online materials, and other media;
- Optimizing tools and applications in the LMS or Google;
- Training and in-class assistance with using or testing specific technology or new teaching methods;
- Consultation regarding the evaluation of impact.

In the 2022/23 academic year, TLE grants were awarded to the following faculty:

- **Sarah Brown & Deb Bennett**, Ecological Grief Open Education Resources
- **Kumar Chandrasekhar**, UGST 1001 Effective Learning in the Undergraduate Context, interactive materials with built-in assessments
- **Joshua Hill**, EDUC 4351 Indigenous Perspectives in Education, Tioi Teachings videos and support material for using videos as instructional resources
- **Collette Lemieux & Joshua Hill**, GNED 1103, curriculum focusing on indigenous science and math
- **Sarah Orton**, Biol 1202 and Biol 2202, interactive learning activities
- **Joanna Szabo & Sonya Jakubec**, Planetary Health Hub
- **Paul Varella**, MGMT 5333 Strategic Management, creation of instructional resources

MOKAKIIKS CENTRE FOR SOTL

⭐ New

Brave Conversations in SoTL

In collaboration with University of Calgary's Taylor Institute, this was a highly successful virtual speaker series that brought together an international slate of scholars to discuss ideas around critical approaches to themes of epistemic justice, students as knowers, and threshold experiences in higher education.

285
session registrations

REGISTER

Brave Conversations Series 1

- **Cherie Woolmer**: Delivering Disruption: Positioning Student-Faculty Partnerships as a Political Act in the Academy. Mount Royal University, Canada

Brave Conversations Series 2

- **David Hornsby:** In pursuit of socially-just pedagogy: Possibilities in partnership? University of Ottawa, Canada

- **Maisha Islam**: Bravery in the Face of Adversity? Critical Reflections of Liberatory-based Partnership. University of Portsmouth, UK

Brave Conversations Series 3

- **Julie Rattray**: 'But They Don't Know What They Don't Know': Threshold Scholars as a Hindrance to Partnership and Considerations of Ways to Challenge this. University of Durham, UK

- **Sophia Abbot**: Uncomfortable Feelings: Embracing Circles and Being an Amateur in Partnership. George Mason University, US

Symposium for SoTL
A Decade of Imagining SoTL: Looking Back, Looking Ahead
Banff, November 10-12, 2023

We were thrilled to once again gather in person, with **140** delegates from Canada and beyond as we celebrated our tenth Symposium on Scholarship of Teaching and Learning.

The Symposium on Scholarship of Teaching and Learning is a practitioners' conference dedicated to developing teaching and learning research, sharing initial findings, going public with results of completed projects, and building an extended scholarly community. In its 10th year, the conference drew together faculty, students, educational developers, and administrators interested in the systematic inquiry of teaching and learning.

Opening Keynote

Dr. Randy Bass
Architecture of the unexpected: Imagining SoTL beyond the learning paradigm

Closing Keynote

Dr. Gabrielle Lindstrom
Looking back to move forward: What can SoTL learn from Indigenous pedagogies?

Imagining SoTL

The Mokakiiks Centre for SoTL published Volume 2(2), "Catalyzing Conversations," of our peer-reviewed journal *Imagining SoTL: Selections from the Banff Symposium*. This fully online, open access publication stems from the annual Symposium for Scholarship of Teaching and Learning. This third issue was published in December 2022, with six peer-reviewed articles representing a selection of original research contributions and commentaries.

To read the full issue, please visit mru.ca/imagining.

SoTL Development Programming

Since 2018, we have admitted a cohort of scholars to the three-year SoTL Development program each fall. In 2022/23, we had **23** scholars participating in the program from across the institution.

Year One – DEPARTURES – A SoTL Community

This first year is an introduction to Scholarship of Teaching and Learning – set up as a faculty learning community and learning about the field of SoTL, the methodologies utilized, and ethical dimensions of the work. Participants develop a research question and apply with a research proposal to the second year.

Year Two – LAUNCHING – MRU SoTL Fellows

Successful applicants work with facilitators and with a cohort to refine and implement a SoTL research study through all phases, based on the research question developed in Year One. Successful applicants receive a small research stipend.

Year Three – LANDING – SoTL Mentors

SoTL Fellows are invited to work with program facilitators to mentor Year One and Two cohorts. Programming focus is on support for completion, dissemination, and translation of the Fellows' SoTL work.

23 participants   **14** departments   **4** faculties

IMAGINING SoTL
SELECTIONS FROM THE BANFF SYMPOSIUM

SoTL GRANTS

The following four grant opportunities were offered in a fall and spring call, resulting in the funding of 8 SoTL grants, totalling more than $42K of research funding.

Essential Scholarship of Teaching and Learning Grants

This grant supports scholarship of teaching and learning (SoTL) projects that investigate innovative pedagogies, student learning, or other aspects of teaching and learning in a single class or related courses. These projects may involve a single investigator or small team.

2022/23 Awardees

- **Uthpala Tennakoon:** Using AI in Tried-and-Tested Pedagogical Approaches to Enhance Learning: An Exploratory Study with Question Generation and Student Grading with AI
- **Naureen Mumtaz & Cherie Woolmer:** Ask Me If I Am Engaged! A Participatory Study to Inform Co-creative Learning in Design Pedagogy
- **Carolyn Bjartveit:** Exploring Immigrant Students' Partnership with Faculty to Increase Cultural Awareness and Inclusion in the Bachelor of Child Studies Degree Program
- **Joshua Hill:** SoTL as Inclusive Collective Instructional Leadership

Marshall Family Foundation SoTL Literacy Grant

Through a generous donation from the Marshall Family Foundation, this grant supports SoTL projects that investigate literacy learning and teaching practice across the spectrum of education, including early years, K-12 settings, and the post-secondary context, and/or literacy issues pertaining to specific groups of learners.

No grants were awarded in this category in 2022/23.

Mokakiiks SoTL Collaborate Grant

The Mokakiiks Centre for Scholarship of Teaching and Learning supports and facilitates collaborative research projects on program-level, discipline-level, and interdisciplinary topics. Collaborative Inquiry Grants are designated for collaborative teaching and learning inquiry projects that go beyond a single class or context, and are intended for larger scope projects involving a team of researchers.

2022/23 Awardees

- **Stasha Huntingford:** Weight-bias in Social Work Education

Mokakiiks Undergraduate SoTL Dissemination Grants

This grant is designated to permit student researchers to join their faculty supervisor at a scholarship of teaching and learning (SoTL) or disciplinary education conference to present their SoTL findings.

2022/23 Awardees

- **Joshua Hill**: Students as Partners in Creating the Conditions for Collective Leadership
- **Karen Ho:** Implementing Diverse Continuous Reflective Strategies in Large General Chemistry II Lab
- **Shannon Kell:** Taking 30 Minute Breaks During Class: What Do Post-secondary Students Think?

SCHOLARSHIP CONTRIBUTIONS

denotes student

Journal Articles

Attas, R., Easton, L., Lindstrom, G., & **Yeo, M.** (2022). The disrupting interview: A framework to approach decolonization. *International Journal for Academic Development*. 1-13. https://doi.org/10.1080/1360144X.2022.2103560

Leger, A., Murphy, M. P. A., & **Phillipson, A.** (2023). Split-site course design: A pilot study on integrating traditional and active learning classrooms. *College Teaching.* https://doi.org/10.1080/87567555.2023.2221018

Smith, E. E., & *Storrs, H. (2023). Digital literacies, social media, and undergraduate learning: What do students think they need to know? *International Journal of Educational Technology in Higher Education, 20*(29). https://doi.org/10.1186/s41239-023-00398-2

Bovill, C., Felten, P., *Godbold, N., Kupatadze, K.,*McCray, N.,*Treanor, I., & **Woolmer, C.** (2023). Using scenarios to explore the complexities of partnership. *Teaching and Learning Inquiry.* https://doi.org/10.20343/teachlearninqu.11.26.

Book Chapters

Hayman, R., & **Smith, E. E.** (2022). Strategic digital engagement for impact: Building your academic presence online. In W. B. Kelly (Ed.), *The impactful academic: Being and becoming an impactful researcher throughout your career.* Emerald Publishing. https://doi.org/10.1108/978-1-80117-842-620221003

Woolmer, C., & **Yeo, M.** (2022). Wrestling the monster: Novice SoTL researchers, ethics, and the dual role. In L. Fedoruk (Ed.) *Ethics and the Scholarship of Teaching and Learning*. Springer, pp. 29–42.

Editorials

Smith, E. E. (2022). Promoting online presence and interaction in digital learning environments. Invited editorial, *Teaching Online Pedagogical Repository.* https://topr.online.ucf.edu/2022/07/06/editorial-promoting-online-presence-and-interaction-in-digital-learning-environments/

Grants

Hamilton, M., University of Saskatchewan (Principal Investigator), **Yeo, M.**, & **Woolmer C.**, Mount Royal University, Miller-Young, J., University of Alberta, Webb, A., University of British Columbia (Co-investigators). *Exploring SoTL scholar mid-career support needs in Western Canada* [Grant $7,000 CAD]. University of Saskatchewan: SSHRC Explore Grant.

Hayman, R., & **Smith, E. E.** (Co-principal Investigators). *Social media in undergraduate learning: A scoping review study* [Grant $5,000 CAD]. Social Sciences and Humanities Research Council of Canada (SSHRC) Explore Grant, Government of Canada.

Hayman, R., & **Smith, E. E.** (Co-principal Investigators). *Social media in undergraduate learning: A scoping review study* [Grant $6,500 CAD]. Mokakiiks Scholarship of Teaching and Learning Collaborate Grant, Mount Royal University.

Selected Conference Presentations

Attas, R., Easton, L., Lindstrom, G., Middendorf, J., & **Yeo, M.** (2022, November 2–5). **Practicing disrupting interviews for decolonizing, indigenizing, and challenging racism in teaching and learning in higher education** [Pre-conference workshop]. International Society for the Scholarship of Teaching and Learning (ISSOTL). Kelowna, BC, Canada.

Barrette-Ng, I., Caroll, H., Chittle, L., de Bie, A., *Foster, C., Maher, P., *McBride, B., McCollum, B., McSweeney, J., Ostrowdun, C., Scholz, K., *Sibald, K., *Tran, L., **Woolmer, C.**, & Wuetherick, B. (2022, November 2–5). *Supporting equity in online learning during COVID-19* [Conference session]. International Society for the Scholarship of Teaching and Learning (ISSOTL). Kelowna, BC, Canada.

Bernier, E., **Boman, J.**, Boyce, M., & Lindsay, B. L. (2022, November 2–5). *Cultivating student well-being in the teaching and learning environment* [Conference session]. International Society for the Scholarship of Teaching and Learning (ISSOTL). Kelowna, BC, Canada.

Bernier, E., **Boman, J.**, Boyce, M., & Lindsay, B. (2023, January). *How can we support students in higher education? Perspectives on the intersection of teaching, learning, and student wellbeing.* Hawaii International Conference on Education. Honolulu, HI, USA.

Briegel, M., Dorland, A., Hewitt, S., Lemieux, C., Sabiston, D., & **Yeo, M.** (2023, May 4). *The SoTL panel: Reflections on how inquiry into learning changes teaching* [Conference session]. Celebrate! Teaching & Learning at MRU. Calgary, AB, Canada.

Briegel, M., Clark, M., Harrison, R., Hewitt, S., Lafave, M., **Phillipson, A.**, Porter, M., Strzalkowski, N., **Woolmer, C.**, & **Yeo, M.** (2023, June 13–16). *Rewriting ourselves: This time as writers teaching writing* [Conference session]. Society for Teaching and Learning in Higher Education (STLHE). Charlottetown, PEI, Canada.

Clark, M., Elahi, M., Harrison, R., **Phillipson, A.**, Szabo, J., & **Yeo, M.** (2023, May 4). *How to use freewriting to develop faculty and student voices* [Conference session]. Celebrate! Teaching & Learning at MRU. Calgary, AB, Canada.

Easton, L., Lindstrom, G., & **Yeo, M.** (2023, May 27–June 1). *The disrupting interview: Theorization of a decolonizing practice* [Conference session]. Canadian Society for the Study of Education (CSSE). Toronto, ON, Canada.

Easton, L., Lindstrom, G., & **Yeo, M.** (2023, June 13–16). *Towards decolonization through disrupting interviews: An act of imagination* [Conference session]. Society for Teaching and Learning in Higher Education (STLHE). Charlottetown, PEI, Canada.

Hayman, R., & **Smith, E. E.** (2023, May 27–June 3). *Conducting scoping reviews: Opportunities and challenges for examining social media use for learning* [Paper presentation]. Open Technology in Education, Society, and Scholarship Association (OTESSA). Toronto, ON, Canada.

Hayman, R., & **Smith, E. E.** (2022, November 23–25). *Looking back, looking ahead: Protocols, approaches, opportunities, and challenges of scoping reviews in SoTL* [Paper presentation]. Symposium on Scholarship of Teaching and Learning. Banff, AB, Canada.

Hayman, R., & **Smith, E. E.** (2022, August 3–4). *Opportunities and challenges of qualitatively-driven MMR for large datasets* . Mixed Methods International Research Association (MMIRA) Global Conference. Online.

Selected Conference Presentations Cont.

*Higgy, H., *Sivilay, C., & **Woolmer, C.** (2023, May 4). *Co-creating undergraduate research opportunities in general education curriculum to investigate belonging at MRU* [Conference session]. Celebrate! Conference, Mount Royal University. Calgary, AB, Canada.

Manarin, K., Miller-Young, J., & **Yeo, M.** (2022, November 2–5). *Theory as an analytic tool, approach, or orientation? Talking past each other in SoTL* [Conference session]. International Society for the Scholarship of Teaching and Learning (ISSOTL). Kelowna, BC, Canada.

Maurer, T., Powell, N., *Reena, S., Sisson, C., Stalheim, O. R., Turner, I., & **Woolmer, C.** (2022, November 2–5). *Sharing SoTL with students: From ideation to practice* [Conference session]. International Society for the Scholarship of Teaching and Learning (ISSOTL). Kelowna, BC, Canada.

Miller-Young, J., **Yeo, M.** (2023, June 13–16). *Conceptualizing and communicating SoTL – Diving deeper into methodology* [Workshop]. Society for the Scholarship of Teaching and Learning in Higher Education (STLHE). Charlottetown, PEI, Canada.

Phillipson, A. (2023, June 13–16). *Universal design for sceptics: An optimistic faculty development program* [round-table session]. Society for Teaching and Learning in Higher Education (STLHE). Charlottetown, PEI, Canada.

*Reena, S., Stalheim, O.R., & **Woolmer, C.** (2022, November 10–12). *Student-faculty partnerships in SoTL: Exploring practice through simulation and role play* [Conference presentation]. Symposium on Scholarship of Teaching and Learning.. Banff, AB, Canada.

Invited Talks

*Abbot, S., & **Woolmer, C.** (2023, June 6). *Horizon scanning students as partners* [Online panel], University of British Columbia, Canada.

Dos Santos, A., Fleisig, R., Greenburg, S., & **Woolmer, C.** (2023, April 13). *Student partners symposium panel* [Panel], McMaster University. Hamilton, ON, Canada.

Smith, E. E. (2023, June). Building critical digital literacies for social media through educational development [invited plenary]. Professionalism, Incivility, and Social Media: Educational Foundations in these Digital Times. St. Thomas University. Fredericton, NB, Canada.

Woolmer, C. (2023, February 28). *Delivering disruption: Positioning student-faculty partnerships as a political act in the academy* [Online presentation]. Brave Conversations in SoTL Speaker Series. https://youtu.be/wmxW5_aEMd0

Yeo, M. (2023, June). *Beyond decoding the disciplines: Ways of thinking, being, and practicing* [Invited talk]. Virtual TelEd Monthly Event Series. University of Bergen, Norway.

Yeo, M. (2023, June). *Uncovering tacit knowledge: The decoding the disciplines approach* [Invited workshop]. Inland Norway University of Applied Sciences. Lillehammer, Norway.

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