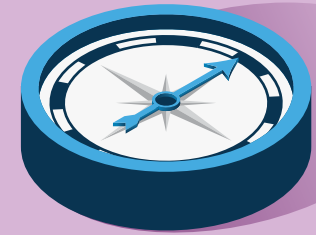




ADC Academic
Development
Centre

2023/24 Year in Review

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



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.

MESSAGE FROM THE ACADEMIC DIRECTOR

Reflecting on another year of success in MRU's Academic Development Centre, I am filled with pride and gratitude for what our incredible team has accomplished. Perhaps even more so, I deeply appreciate how we did all this together — as a collaborative and tight-knit team working toward our shared pursuit of excellence in teaching and learning at Mount Royal.

This year has been one of growth, innovation, and collaboration across the campus. Some highlights of this year were the planning and launch of a new interactive website for the ADC, which provides intuitive labelling, faculty-focussed choice architecture, and self-serve options that provide fundamentals of academic development 24/7 to our community. Through partnering with Access and Inclusion Services, we co-created and deployed a self-guided faculty educational resource on Accessibility and Universal Design for Learning. We insourced and (very) successfully hosted the campus-wide Celebrate! Teaching and Learning event within the ADC for the first time this year. Through the Provost's Working Group on Generative Artificial Intelligence (AI), we gained support for university-wide guidelines to clarify the responsible use of AI for faculty and students. We host and provide advice on using and interpreting these guidelines on our new website.

As I reflect on my own journey as I enter my fifth and final year with the ADC, I am particularly grateful to the team here for this incredible experience. We served the university through several closures, re-openings, and partial closures of the global pandemic, COVID-19. We built a business case and managed the renewal of our learning management system from the Request for Proposals (RFP) stage to the implementation of D2L Brightspace and multiple third party integrations to enhance accessibility across campus. We enhanced our communication channels to create reliable and consistent messaging for the resources and support we provide our community. I am grateful to the university for the added capacity we have been able to create in welcoming several new team members to new positions (in addition to the eight work-integrated learning students we have welcomed over the past 4.5 years), which I take as another signal of the criticality of our resources and services to campus in our shared pursuit of excellence in teaching and learning. These efforts have been made possible through the dedication of our faculty, professional staff, leadership, and the incredible support of our academic community.

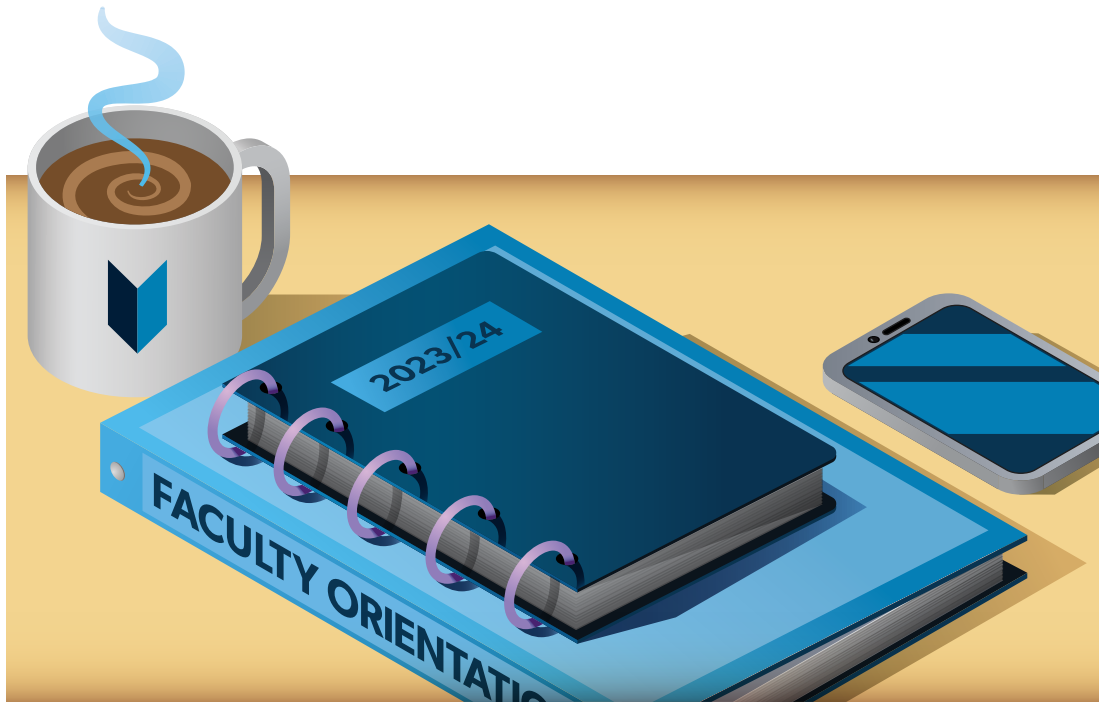
Serving this incredible team and the university community in this way has been the pinnacle of my 15-year career at MRU. I am truly honoured to have been part of this journey, and I look forward to seeing the continued impact of our shared work.

I'll close with immense gratitude for this fantastic team, our supportive community, and my incredible experience here. Thank you, CC.



Christian Cook, PhD

Academic Director, ADC
Professor,
Bisset School of Business



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.



42
full-time faculty
participated in the New
Faculty Support Program



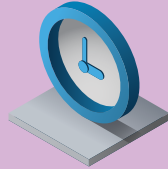
77
contract faculty
participated in the
Contract Faculty
Support Program



12
mentorship pairs
were formed



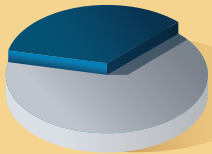
690
session registrations
(faculty, staff, admin)



1,504
hours of participation



FULL-TIME FACULTY



34%
of full-time faculty participated in at least one session

149
unique attendees
493
total attendees

CONTRACT FACULTY



9%
of contract faculty participated in at least one session

46
unique attendees
127
total attendees

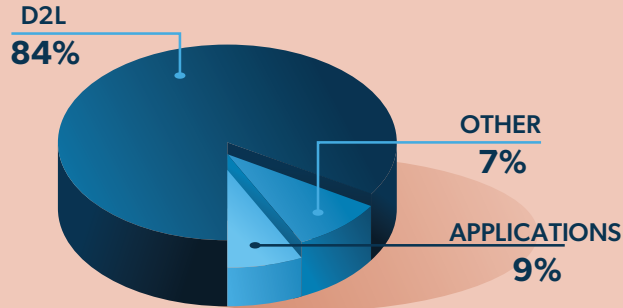
PROFESSIONAL DEVELOPMENT

The ADC offers MRU faculty various professional learning opportunities, including stand-alone workshops, short series, and year-long engagements like Faculty Learning Communities (FLC). These professional development opportunities cover topics such as pedagogy, curriculum, assessment of learning, scholarship, and technology integration in a post-secondary context.

Throughout the year, we hosted **38** workshops with a total of **690** attendees. The MRU faculty participated in **1,504** hours of teaching and learning development.

You can sign up for our current professional development offerings at mru.ca/adcworkshops.





84%
of contacts were related
to D2L Brightspace



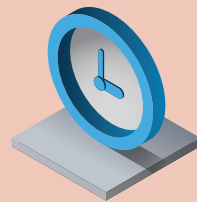
8,440
points of
assistance to
faculty, staff,
and students



144K
views on the
Sandbox On-
Demand website



37.3k
views on the
Sandbox On-
Demand YouTube
Channel



948
hours of watch time

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 **8,440** points of assistance to the MRU community.

84% 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 **37.3K** views and **948** hours of watch time. To subscribe to the Sandbox YouTube channel, visit youtube.com/c/adcsandbox.

ADC EXPERTISE IN ACTION

ADC provides a range of support and services that assist faculty in their roles. From tailored consultations to hands-on assistance, we work collaboratively with faculty, leveraging our expertise to guide them toward achieving their teaching and learning goals.



CURRICULUM SUPPORT

The ADC supports MRU faculty in redesigning curriculum 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 the ADC Faculty team supported the following curriculum redesign projects:

General Science program learning outcomes revisions

Nursing program refresh: Year 1 courses

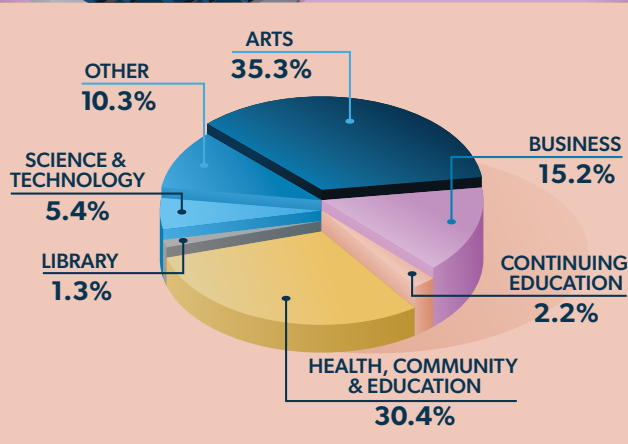
HPED 1040 – Wellness and the Student: From Personal Health to Community Action

Marketing Degree curriculum mapping

CONSULTATION SERVICES

Consultations are at the core of the work we do with our MRU colleagues. This allows us to be intentionally responsive to various requests for support related to the professional learning and development needs of faculty and instructional staff.

The ADC Faculty team and professional staff provided **224** consultations to faculty from every academic unit across the institution.



Tools for Organizing the Data

Important to Note
The next two tools highlighted in this section will be important to remember for your assessments.

4. Pareto Charts

Pareto charts—Graphics that identify the few critical items as opposed to the many less important ones.

Pareto charts are a method of organizing errors, problems, or defects to help focus on problem-solving efforts, as shown in Figure 6.6(d). They are based on the work of Vilfredo Pareto, a 19th-century economist. Joseph M. Juran popularized Pareto's work when he suggested that 80% of a firm's problems are a result of only 20% of the causes. Example 1 indicates that, of the five types of complaints identified, the vast majority

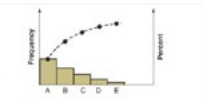



Figure 6.6 Seven Tools of TQM
6d Pareto Chart: A graph that identifies and plots problems or defects in descending order of frequency.
Copyright © 2023 Pearson Canada Inc.

Science Literacy

Just how we evaluate the credibility of news and social media, we also must assess the quality and sources of scientific evidence and research. As there is a more reliable source than others, there also is hierarchy for scientific evidence and studies. Other factors or methodologies such as study design, sample size and design of the research.

Scientific and medical studies with larger sample sizes or carried out over a longer time are often considered more reliable. These responses to selected scientific papers are subject to scrutiny by an editorial board of subject experts and evaluated for criteria, including significance, novelty and excellence, by experts before publication.



Systematic review: A synthesis of all relevant scientific studies on a particular topic.
Meta-analysis: A systematic assessment of the conclusions of previous research.
Randomized controlled trials: A study that measures the effectiveness of new medications, treatments or practices.
Cohort studies: A study that follows a group of people with common characteristics over time to explore health outcomes.
Cross-sectional studies: A study that examines if an exposure is connected with an outcome.
Case-control studies: An retrospective study to determine cause or effect of medical conditions.
Biological Clinical Studies: Identifies connections between the human organism and the scientific or medical condition.

You are a math major and math has always come easily to you. You are excited to teach math in your future classrooms. You know that part of the math curriculum is the computational processes of addition, subtraction, multiplication and division. This is sometimes referred to as number operations. Student learning builds on these number operations from grade to grade.

What is the Alberta Curriculum organizing idea across the grades that would connect with number operations (addition, subtraction, addition, multiplication)?

- Patterns: Awareness of patterns supports problem-solving in various situations.
- Geometry: Shapes are defined and related by geometric attributes.
- Number: Quantity is measured with numbers that enable counting, labeling, comparing, and operating.
- Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.

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.

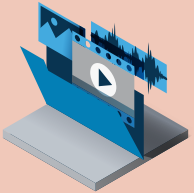
This year, the ID team supported the development and maintenance of the following eLearning projects:

eLearning Project Name	Project Type
ENGL 3353- North American Indigenous Literatures	Resources
COMM 2500 - Introduction to Communication Studies	Online
JOUR 3730 - Investigative Techniques	Resources
EDUC 1231- Professional Dimensions I	Blended
AIRF 4201- Airline Operations and Management	Online
AIRF 4202 - Airport Management	Online
LSCM 3403 - Logistics and Supply Chain Management	Online
International Education: Pre-departure for Study Abroad	Blended





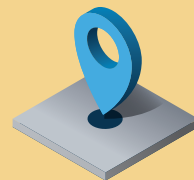
42
media projects



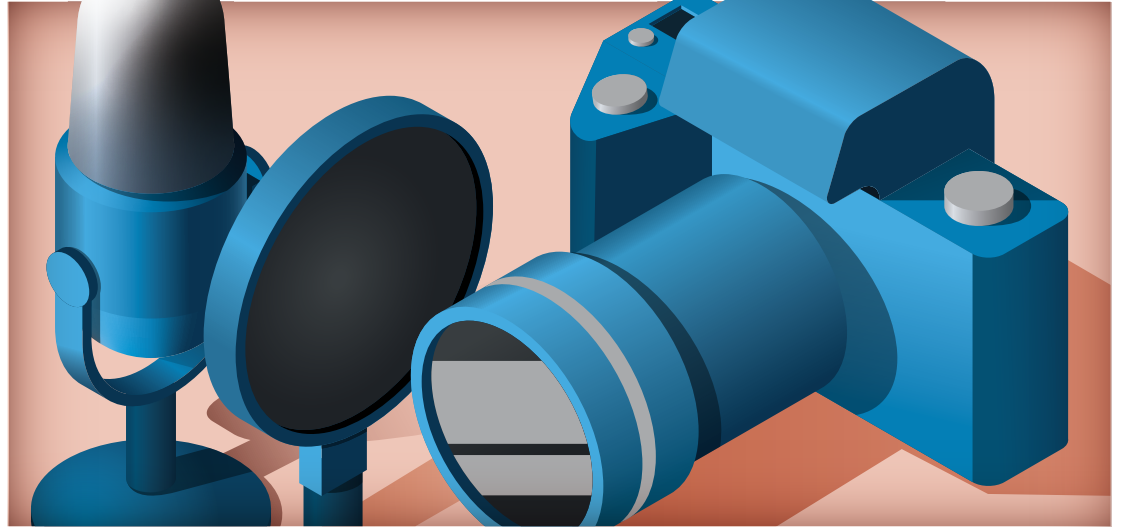
1,426
video, VR, photo, graphic,
and audio components



344K
views on the MRU: Focus
on Teaching & Learning
YouTube Channel



97
countries watched
at least one video

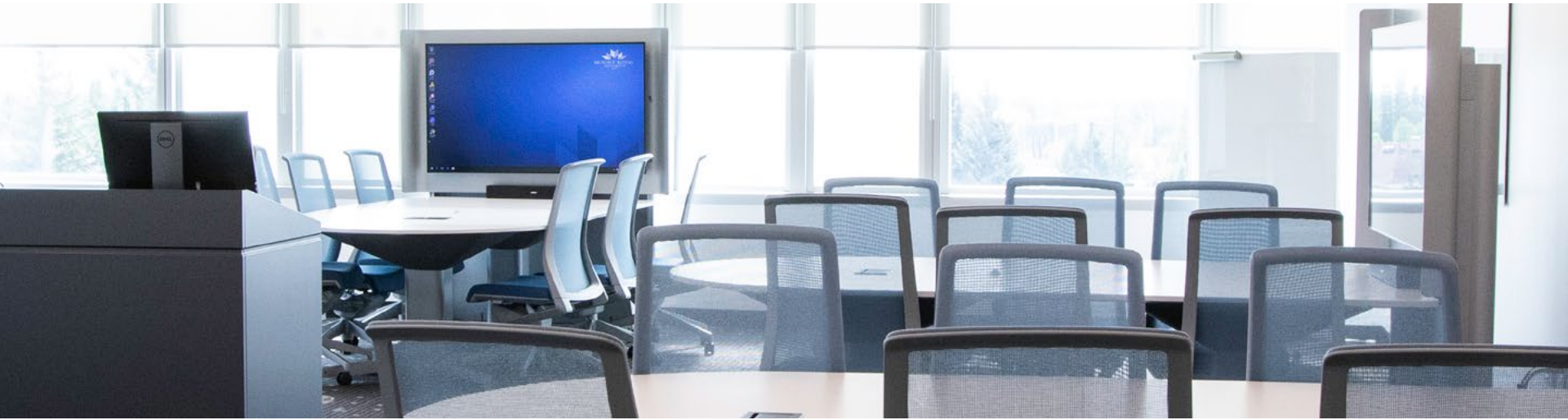


ACADEMIC MEDIA PRODUCTION

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 **42** projects with a record **1,426** video, VR, photo, graphic, 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 **344K** views this last academic year, reaching institutions, businesses, and individuals around the globe. The channel reached a milestone this past academic year, receiving over a million views worldwide since its creation in 2018.



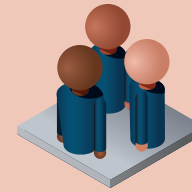


ACTIVE LEARNING INITIATIVE

The primary goal of the initiative is to promote active learning pedagogies. Additionally, we aim to explore how classroom design affects teaching and learning methods that involve active learning. The initiative includes a community of practice, workshops, consultations, and a research project on teaching in active learning environments. A secondary priority is to research the impact of learning spaces in teaching and learning practices. Interested faculty can either create their own Scholarship of Teaching and Learning (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.



48
course sections
taught in the ALC



425
bookings of the ALC

CROSS-CAMPUS COLLABORATIONS

ADC provides a range of support and services that assist faculty in their roles. From tailored consultations to hands-on assistance, we work collaboratively with faculty, leveraging our expertise to guide them toward achieving their teaching and learning goals.



CELEBRATE! TEACHING & LEARNING AT MRU

On May 9, the MRU campus community came together for Celebrate! Teaching and Learning at MRU. With a lineup of 28 sessions, including a keynote by 3M Teaching Fellow and Distinguished Faculty Award recipient, Dr. Sarah Hewitt, the event was a vibrant hub for sharing knowledge and experiences.

We welcomed over 100 attendees, each bringing their unique perspective and contributing to the rich discussions. This engagement and collective wisdom enriched the MRU community while underscoring the importance of collaborative learning.

We want to extend our gratitude to the members of the organizational committee who made the event possible: Christian Cook, Bree Smith, Ian Borg, Mary-Ann Ciupak, Melissa Pullara, Gabrielle Broitman-Levandovsky, and Tiffany Doherty.



The slide features a background image of a university campus. The main title is 'Workshop Structure and Materials'. Below it, a subtitle reads 'How This Workshop is Structured'. The content explains that participants will be encouraged to examine the present and the past to strategize for the future. It lists three sections: 'Identify Your Past Patterns & Habits', 'Identify Your' (with sub-points: Core Values, Strengths, Current Opportunities), and 'Visualize Your Ideal Future' (with sub-points: Set Goals, Integrate Milestones). A sidebar on the left contains a table of contents with items like 'Research Video', 'Plan your Scholarship', and 'Workshop Structure and Materials'.

OFFICE OF RESEARCH, SCHOLARSHIP AND COMMUNITY ENGAGEMENT

With the increased demand for their services, ORSCE recognized the need for enhanced training initiatives. To address this, ORSCE partnered with the Instructional Design team to redesign existing training programs and develop new online and blended learning content, making it more accessible to faculty. This two-phase project commenced in April 2022, with the first phase concluding in August 2022. The second phase began in September 2022 and concluded in February 2024, focusing on creating an asynchronous version of the “Planning Your Scholarship Program” workshop. This involved transforming the original synchronous workshop and workbook into an online format, featuring informative videos, reflective activities, and resources to help faculty thoroughly evaluate their scholarship programs and career goals. The workshop site is available on ORSCE’s Resources and Training page.

When creating content, we are often working on white backgrounds. Since this is the case, good contrast is relatively easy to achieve. However, it is an extremely important aspect of accessible learning that cannot be forgotten.

The following tabs explore text with good contrast vs bad contrast and outline some best practices to ensure good contrast.

The slide compares 'Bad Contrast' and 'Good Contrast'. Under 'Bad Contrast', there are three examples: 'Bad Contrast' in light blue on a white background (Contrast Ratio: 1.12:1), 'Bad Contrast' in yellow on a white background (Contrast Ratio: 3.72:1), and 'Bad Contrast' in orange on a white background (Contrast Ratio: 4.41:1). Under 'Good Contrast', there is a single example: 'Good Contrast' in black on a white background.

ACCESS AND INCLUSION SERVICES

Mount Royal University has seen a significant increase in requests for accommodations in recent years and the need for services by students and faculty. Access and Inclusion Services (AIS) has recognized the need for additional resources to support instructors in meeting the diverse needs of their students and creating a more accessible learning environment. As a result, AIS has collaborated with the Academic Development Centre’s Instructional Design team to create a comprehensive D2L resource on accessibility to better support faculty and improve accessibility for students. This resource includes information to help develop accessible course materials, create inclusive learning environments, improve understanding of learning barriers, and more. By considering accessibility there will be a greater understanding of learner perspectives and enhanced learning experiences for all students, ensuring an opportunity for full engagement in the learning process. Our commitment to accessibility underscores our dedication to academic excellence and the well-being of the Mount Royal University community.

TEACHING AND LEARNING ENHANCEMENT GRANTS (TLEG)



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 2023/24 academic year, TLE grants were awarded to the following faculty:

Ashok Krishnamurthy

Math 2233, 2234, 2235, 2333 (Introductory Statistics)

Cheryl Techentin

PSYC 1103, 2213, 3327, 3301, 4411, and 4422

Christopher Grignard

ENGL 3353: North American Indigenous Literatures

Kris Hans and Brenda Lang

MGMT 3210 – Business Communications Theory and Practice

Maryam Elahi

COMP 3533: Network Infrastructure and Security

Rebecca Gilmour

ANTH 3321, 4451

Dennis Valdez

ATTH 3160, 3162, 4150, 4152

MOKAKIIS CENTRE FOR THE SCHOLARSHIP OF TEACHING & LEARNING



SoTL GRANTS

The following four grant opportunities were offered in a fall and spring call. We received a record number of grant applications this year resulting in two very competitive rounds and funding of 21 successful SoTL grants.

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.

2023/24 Awardees

- **Leda Stawnychko**, "Evaluating W24 MGMT 4431 Leadership Development for Transformative Impact"
- **Liza Choi**, "Investigating the Impact of EAL Nursing Student Support Programs on Cross-Cultural Understanding and Sense of Belonging in Higher Education: Secondary Data"
- **Kristen Schaffer**, "Activating Participant Research in Realizing Anti-Oppressive Education"
- **Carolyn Bjartveit**, "Self Study Reflections: Child Rights and Practicing Craftivism in Early Childhood Education Settings"
- **Amanda Williams**, "Listening to Learn: Audio Content as a Tool for Engagement in Research Methods"
- **Karen Ho**, "Using Eye Tracking and Think-Aloud Protocols to Examine Students' Coherent Processing and Reflecting on Their Chemistry Learning"
- **Joy Chadwick**, "Threshold Concepts in Inclusive Education Course Design: Learning in the Liminal Space"

The Mokakiis Centre for Scholarship of Teaching and Learning is

- a nexus for communication and collaboration, providing resources and coordinating initiatives locally, regionally, nationally;
- a community of scholars collaboratively advancing the existing body of knowledge about teaching and learning; and
- a research centre facilitating and supporting investigation leading to deeper understanding of and sustained improvement in student learning.

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.

2023/24 Awardees

- **Karen Ho**, “Widening University Participation in Learning Using Students’ Contextualized Storytelling in General Chemistry”
- **Jodi Nickel**, “The Evolution of a Tutoring Program”

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. The following faculty members sponsored students this academic year, to a range of local and national conferences.

2023/24 Awardees

- **Carolyn Bjartveit (students Emma DeCecco & Alisha Bagshaw)**
- **Breda Eubank (student Jocelyn Taylor)**
- **Richard Hayman (student Linh Bui)**
- **Karen Ho (student Yen Luong)**
- **Erika Smith (student Emma Duke)**
- **Leda Stawnychko (students Izza Khatoon & Kiran Qureshi)**

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.

2023/24 Awardees

- **Gloria Perez-Rivera & Celeste Pang**, “First-in-Family at MRU: An Arts-based Action SoTL Project”
- **Ada Jaarsma & Joanna Szabo**, “A Sense of Question: SoTL, Art, and Conference Pedagogies”
- **Gio DolcecCore**, “TransParent-C: A Community-based Action SoTL Project”
- **AnneMarie Dorland & Kelsey McColgan**, “Exploring Psychological Safety and Creativity in Undergraduate Creative Teams”

SYMPOSIUM FOR SoTL: EXPEDITIONS IN SoTL

Canmore, November 23-25, 2023



Opening Keynote

Dr. Julie Rattray

Travels in a Liminal Space: The Need for Guardians and Guides in SoTL



Closing Keynote

Dr. Anna Santucci

Growing Together: Liminal Presence, Emergent Dialogue, and Cultural Action Towards Transformative Co-creation in Our Teaching and Learning Journeys

We were thrilled to gather in a new venue, in beautiful Canmore, Alberta, with 150 delegates from Canada and beyond as we celebrated our annual 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.



VOL. 4 | 2024
ISSUE 1

IMAGINING SoTL

The Mokakiiks Centre for SoTL published Volumes 3(2) and 4(1), of our peer-reviewed journal *Imagining SoTL*. This fully online, open access publication stems from the annual Symposium for Scholarship of Teaching and Learning.

To read current and past issues of the journal, 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 2023/24, we had 17 scholars participating across the program from across the institution.

Year One - DEPARTURES – A SoTL Community

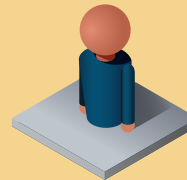
This first year is an introduction to Scholarship of Teaching and Learning – set up as a faculty learning community and learning about the field of SoTL, the methodologies utilized, and ethical dimensions of the work. Participants develop a research question and apply with a research proposal to the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

Year Two - LAUNCHING – MRU SoTL Fellows

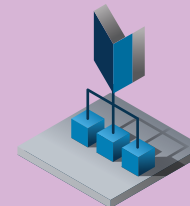
Successful applicants work with facilitators and with a cohort to refine and implement a SoTL research study through all phases, based on the research question developed in Year One. Successful applicants receive a small research stipend.

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.



17
participants



16
departments



4
faculties



SCHOLARLY CONTRIBUTIONS

(*denotes students)

JOURNAL ARTICLES

Murphy, M., **Phillipson, A.**, McRae, K., & Leger, A. (in press). The experience of teaching in an active learning classroom: A positive/negative perception study. *Learning Environments Research*.

Nasrollahian Mojarad, S., **Yeo, M.**, Miller-Young, J., Manarin, K., Santucci, A. (2024). Positioning theory in SoTL: Converging perspectives. *Transformative Dialogues*, 17(1), 72–90. <https://doi.org/10.26209/td2024vol17iss11809>

Hayman, R. & **Smith, E. E.** (2023). Social media in undergraduate teaching and learning: A scoping review protocol. *PLoS ONE*, 18(11). <https://doi.org/10.1371/journal.pone.0291306>

Kanuka, H., **Smith E. E.**, & Luth, R. (2023). Faculty beliefs and the need for teaching improvement: A conceptual replication study. *Teaching in Higher Education*, 1-17. <https://doi.org/10.1080/13562517.2023.2244887>

Santucci, A., **Yeo, M.**, Stalheim, O.R. (2024). What (is it) about dialogue? We make the SoTL road by talking. *Transformative Dialogues*, 17(1), 72–90. <https://doi.org/10.26209/td2024vol17iss11803>

Smith, E. E. (in press). Building critical digital literacies for social media through educational development. *Journal of Contemporary Issues in Education*.

INVITED TALKS & WORKSHOPS

Clark, M., & **Phillipson, A.** (2024, June). *Expanding EDIA in kinesiology course design* [invited half day workshop]. Faculty of Kinesiology, University of Calgary.

Smith, E. E., & Hayman, R. (2023, February). *Knowledge mobilization and translation in scholarship of teaching and learning* [invited online workshop]. Office of Research & Innovation, Humber College.

Smith, E. E. (2024, January). *Artificial intelligence and misinformation: How to promote critical thinking and fact-checking among students* [invited webinar]. Undergraduate Biology Educators of Alberta.

Yeo, M. (2024, May). *Decoding the disciplines – Discovering tacit knowledge* [half day professional development workshop]. Literacy Partners Program, Mesa Community College, Arizona, USA.

Hamilton, M., **Yeo, M.**, Nicol, J. (2024, May). *SoTL shine summit* [invited two day co-facilitation]. Jane and Ron Graham Centre for the Scholarship of Teaching and Learning. University of Saskatchewan, SK, Canada.

Yeo, M. (2024, April). *Finding your place: Questions and frameworks for SoTL studies* [invited keynote]. SoTL Symposium, New York University, USA.

SELECTED CONFERENCE PRESENTATIONS

Bui, L.*, Duke, E.*, **Smith, E. E.**, & Hayman, R. (2024, June). *Undergraduate students as research partners: Lessons learned in a scoping review of social media in teaching and learning* [Paper presentation]. Canadian Society for the Study of Higher Education. Montreal, PQ.

Duke, E.*, Bui, L.*, Hayman, R., & **Smith, E. E.** (2024, June). *Undergraduate students as research partners: Lessons learned in a scoping review of social media in teaching and learning* [Paper presentation]. Open Technology in Education, Society, and Scholarship Association. Montreal, PQ, Canada.

Smith, E. E., & Hayman, R. (2023, November). *Expeditions in social media for undergraduate learning: An update on a SoTL scoping review project* [Paper presentation]. Symposium on Scholarship of Teaching and Learning. Banff, AB, Canada.

Stalheim, O.R., & **Yeo, M.** (2024, June). *Escape room as a metaphor for unlocking the potential of hermeneutics in teaching and learning studies*. Society for Teaching and Learning in Higher Education (STLHE). Niagara, ON, Canada.

Stalheim, O.R., & **Yeo, M.** (2023, November). *Letters across the Atlantic: A hermeneutic approach to SoTL*. International Society for the Scholarship of Teaching and Learning (ISSOTL). Utrecht, Netherlands.

Weasel-Head (Lindstrom), G., **Yeo, M.**, & Easton, L. (2023, November). *Disrupting the disciplines—expanding the decoding paradigm*. Conference on Decoding the Disciplines. Aachen, Germany.

Yeo, M. & Stalheim, O.R. (2024, June). *Dear friend/Kjære venn: Letter writing as a means of co-inquiry*. Canadian Society for the Study of Education (CSSE). Montreal, PQ, Canada.

Yeo, M., Stalheim, O.R. (2023, November). *Hermeneutic explorations in decoding*. Conference on Decoding the Disciplines. Aachen, Germany.

BOOKS

Yeo, M., Miller-Young, J., Manarin, K. (2023). *SoTL research methodologies: A guide to conceptualizing and conducting the scholarship of teaching and learning*. Routledge.

BOOK CHAPTERS

Miller-Young, J., **Yeo, M.**, & Manarin, K. (2024). *Navigating boundary experiences in SoTL: Pinch points, paradigms, and perspectives*. In Miller-Young, J. & Chick, N.L. (Eds.) *Being and becoming a scholar of teaching and learning*. Elon University Center for Engaged Learning.

GRANTS

Eubank, B. (Principal Investigator), Lafave, M., **Phillipson, A.**, & Van Wyk, N. (Co-Investigators). *Connecting social and emotional learning in first-year post-secondary health and physical education curriculum: A systematic approach to course redesign*. Faculty of Health, Community and Education Innovation Fund [\$5,000 CAD]. Mount Royal University.

Eubank, B. (Principal Investigator), Lafave, M., **Phillipson, A.**, & Van Wyk, N. (Co-Investigators). Mokakiiks Undergraduate Scholarship of Teaching and Learning Dissemination Grant. [supporting undergraduate student]. Taylor, \$750 CAD]. Mount Royal University.

Hayman, R. & **Smith, E. E.** (Co-Principal Investigators). Undergraduate Research Dissemination Fund [supporting undergraduate students E. Duke and L. Bui, \$3,000 CAD]. Mount Royal University.

Hayman, R. & **Smith, E. E.** (Co-Principal Investigators). Mokakiiks Undergraduate Scholarship of Teaching and Learning Dissemination Grant [supporting undergraduate student L. Bui, \$1,500 CAD]. Mount Royal University.

Smith, E. E., & Hayman, R. (Co-Principal Investigators). Mokakiiks Undergraduate Scholarship of Teaching and Learning Dissemination Grant [supporting undergraduate student E. Duke, \$1,500 CAD]. Mount Royal University.

Smith, E. E., & Hayman, R. (Co-Principal Investigators). *Social media in undergraduate teaching and learning: A scoping review study*. Faculty of Health, Community and Education Innovation Fund [\$7,500 CAD], Mount Royal University.

ADC TEAMS

Academic Media Group

Ian Borg

Team Lead

Chuck Dickens

Producer/Director

Ella Finstad Meakin, BComm

Production Specialist

Faculty Development Team

Jennifer Boman, PhD

Associate Professor & Faculty Development Consultant

Luciano da Rosa, PhD

Associate Professor & Faculty Development Consultant

Andrea Phillipson, PhD

Associate Professor & Faculty Development Consultant

Learning Technology Team

Kumar Chandrasekhar, PhD

Educational Technologist

John Cheeseman, MEd

Learning Technologies Specialist

Christina Devetzis, BSc, BEd

Instructional Designer

Tim Magee, MA

Instructional Designer (contract)

Pattie Mascaro, MA

Instructional Designer

Andrew Reil, MS

Educational Technologist

Bree Smith

Media Trainer & Communications Lead

Khethwen Woo, BFA

Graphic Designer/Web Developer

Mokakiiks Centre for SoTL

Cherie Woolmer, PhD

Assistant Professor & Canada Research Chair (SoTL)

Michelle Yeo, PhD

Director & Faculty Development Consultant

Administrative Team

Mary-Ann Ciupak

Administrative Assistant

Christian Cook, PhD

Academic Director

Nancy Funke, BDes

Administrative Assistant

Andrew Goodmanson, BIS

Manager, Learning Technologies

LAND ACKNOWLEDGEMENT

Mount Royal University is situated on an ancient and storied land steeped in ceremony and history that, until recently, was occupied exclusively by people indigenous to this place. With gratitude and reciprocity, Mount Royal acknowledges the relationships to the land and all beings, and the songs, stories and teachings of the **Siksika** Nation, the **Piikani** Nation, the **Kainai** Nation, the **Îethka Stoney Nakoda** Nation (consisting of the **Chiniki**, **Bearspaw** and **Goodstoney** Nations), the people of the **Tsuut'ina** Nation, and the **Métis**.

At the verbal negotiations held to discuss Treaty 7 between the nations and the Crown and Canadian government, Indigenous peoples assumed hereditary lands would be shared and a cooperative future would be built together that was to last as long as the grass grows, the sun shines and the rivers flow. However, many of the verbal promises made to these nations were not reflected in the written version of Treaty 7, created by the Crown and Canadian government. Even then, many promises that were included in the written version have been broken.

What followed were policies of cultural genocide and assimilation that caused profound harm. The original people of these lands were confined to reserves, prohibited from pursuing traditional practices and forced to send their children to residential schools. Rather than building meaningful and mutually beneficial relationships, there was dispossession and exploitation in systems of economic and social marginalization.

As such, Mount Royal University is committed to advancing the success of Indigenous learners and respectfully supporting Indigenous cultural identities and integrity, leading to a good life in all its aspects. Mount Royal will challenge settler colonialism and systemic racism and discrimination by addressing the legacy of broken promises and rebuilding the relationships between Indigenous and non-Indigenous peoples. This includes those who now live at the confluence of the Elbow and Bow rivers, a place referred to by the Siksika Nation, the Piikani Nation and the Kainai Nation as *Moh'kinstsis*, by the Îethka Stoney Nakoda Nations as *Wícîspa*, and by the Tsuut'ina Nation as *Guts'ists'i*. Mount Royal will meet these goals by committing to the Truth and Reconciliation Commission's Calls to Action and adopting and applying the principles of the United Nations Declaration on the Rights of Indigenous Peoples

