

# Programme, EuroSoTL 2017, June 8-9, Lund University

Program version: 2017-05-30

Thursday, June 8 2017

08.00-09.00	<b>Registration</b> [Kårhuset: Foyer]							
09.00-09.15	<b>Conference Opening: conference chair Katarina Mårtensson, Lund University</b> [Kårhuset: Aulan, 2nd floor]							
09.15-10.15	<b>Keynote speaker: Transforming higher education through student-staff co-creation of learning and teaching, Catherine Bovill, University of Edinburgh</b> [Kårhuset: Aulan, 2nd floor]							
10.15-10.45	<b>Coffee Break</b> [V: Foyer]							
	[V:N1, 1st floor]	[V:N2, 1st floor]	[V:O1, 1st floor]	[V:O2, 1st floor]	[V:P1, 1st floor]	[V:P2, 1st floor]	[V:R2, 2nd floor]	[V:S2, 2nd floor]
10.45-11.15	<b>Long Paper, p. 141</b> How Technologies Motivate and Enhance Student Learning <i>Keers, Salvanes, Grytnes, Waagbø</i>	<b>Long Paper, p. 102</b> Technology enhanced assessment and feedback: what counts as transformation of student learning? <i>Higgs, Groessler, Macaulay, West</i>	<b>Long Paper, p. 190</b> Using Open-Ended Cases to Enhance Active Learning <i>Oskarsson</i>	<b>Long Paper, p. 245</b> Reviewing reflective teaching portfolios about online learning: What are they telling us? <i>Supple, Fennell, McCarthy</i>	<b>Long Paper, p. 263</b> Decoding the disciplines – A pilot study at the University of Liège (Belgium) <i>Verpoorten, Devyver, Duchâteau, Mihaylov, Agnello, Ebrahimbabaye, Focant, Charlier, Delfosse, Bertrand, Megherbi, Detroz</i>	<b>Long Paper, p. 147</b> Teaching 'intersectionality' as a 'threshold concept' for undergraduate students of Political Science <i>Kilp</i>	<b>Long Paper, p. 161</b> Constructive friction? Exploring patterns between Educational Research and The Scholarship of Teaching and Learning <i>Larsson, Mårtensson, Price, Roxå</i>	<b>Long Paper, p. 183</b> Involvement of pre-service teachers in e-assessment activities. An empirical study on the correlation between self- and peer-assigned grades <i>Olmos-Migueláñez, Torrecilla-Sánchez, Gamazo</i>
11.25-11.55	<b>Long Paper, p. 55</b> Active learning and course alignment in thematically complex courses <i>Borstad, Forchhammer, Gabrielsen</i>	<b>Long Paper, p. 108</b> Engaging the Right to Disrupt: A Pilot Project <i>Hughson, Rankin</i>	<b>Long Paper, p. 61</b> Where we are and where we want to be: How a Transfer of Authority by engaging Students as Partners can improve curriculum design in Higher Education <i>Brost</i>	<b>Long Paper, p. 171</b> Exploring a positive approach in facilitating teachers personal and professional development <i>Melén Fäldt, Larsson</i>	<b>Long Paper, p. 72</b> Decoding group activities in interactive teaching <i>Dröschler, Riegler, Pace</i>	<b>Long Paper, p. 215</b> Interpretivist Methods in an International Relations Classroom: Teaching and Learning Tools <i>Reshetnikov, Kurowska</i>	<b>Long Paper, p. 208</b> Quality of Academic Writing for Engineering Students at Lund University <i>Reinhold, Batstone, Gallardo González, Troian, Yu</i>	<b>Long Paper, p. 166</b> Does SoTL really transfer into teaching practice? A contribution to a difficult conversation <i>Löfgreen, Roxå</i>
12.00-13.00	<b>Lunch</b> [V: Foyer]							
	[V:N1, 1st floor]	[V:N2, 1st floor]	[V:O1, 1st floor]	[V:O2, 1st floor]	[V:P1, 1st floor]	[V:P2, 1st floor]	[V:R2, 2nd floor]	[V:S2, 2nd floor]
13.00-13.45	<b>Round Table, p. 325</b> Possibilities and risks for Academic Developers when new educational concepts are developed <i>StAAF</i>	<b>Round Table, p. 324</b> SoTL based strategic pedagogical development initiatives in a Millennial University: The SUTD Experience <i>Sockalingam, Pey</i>	<b>Round Table, p. 323</b> Platforms for Educational Development at Departments and Faculties <i>Gudmundsson, Bahitsevani, Carlsson</i>	<b>Panel, p. 309</b> Transforming Teaching and Learning through Advocacy and Outreach <i>Friberg, Chaudhury, Robinson, Ahmad</i>	<b>Panel, p. 310</b> Engaging Students with the Scholarship of Teaching and Learning Through Peer Learning Programs <i>McConnell, Bryngfors, Hettrick, Schofield, Scott</i>	<b>Workshop, p. 327</b> The storytelling narrative as framework for course design <i>Björk</i>	<b>Workshop, p. 329</b> Learning by doing: Going mobile in the field <i>Park, France, Mauchline, Whalley</i>	<b>Workshop, p. 331</b> Bringing Group Decision Making to the Classroom: A Practitioner's Resource <i>Vörös, Wach-Kakolewicz</i>

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Thursday, June 8 2017, cont.

	[V:N1, 1st floor]	[V:N2, 1st floor]	[V:O1, 1st floor]	[V:O2, 1st floor]	[V:P1, 1st floor]	[V:P2, 1st floor]	[V:R2, 2nd floor]	[V:S2, 2nd floor]
13.50-14.35	<p><b>Short Paper, p. 292</b> Faculty Mentoring within a Community of Practice as part of Professional Development in Teaching at NUS <i>Lee, Choy</i></p> <p><b>Short Paper, p. 306</b> Peer teaching to Facilitate the Democratic Classroom <i>Steen</i></p>	<p><b>Short Paper, p. 295</b> Patterns of Representation, Patterns of Practice: Exploring the Influence of Popular Films on Teaching and Learning <i>Marquis, Puri, Johnstone</i></p> <p><b>Short Paper, p. 304</b> 'Active Student Participation' – a conflict of interest as far as Teaching and Learning is concerned <i>Sjöberg</i></p>	<p><b>Short Paper, p. 307</b> Ups and downs for SoTL development in a collective project targeting feedback practice enhancement <i>Verpoorten, Detroz, Mohr, Duchâteau, Leduc</i></p> <p><b>Short Paper, p. 302</b> HumAn Learning: Transforming Patterns in the Cultures of College with Learning Analytics and SOTL <i>Robinson</i></p>	<p><b>Short Paper, p. 294</b> Exploring how students' reflections on their mistakes facilitates learning in a second year kinesiology class <i>Lysaght</i></p> <p><b>Short Paper, p. 288</b> RAISE-ing the Student Engagement agenda – an international network's impact <i>Ingham, Bryson, Lowe</i></p>	<p><b>Short Paper, p. 298</b> Collaborative Teaching Assumes Collaborative Learning <i>Miliste, Zagura</i></p> <p><b>Short Paper, p. 300</b> Formative assessment and academic writing skills in theatre history course <i>Oruvas</i></p>	<p><b>Short Paper, p. 285</b> Working with context rich problems to teach problem solving <i>Freyhult, Fransson, Gregorcic, Jacewicz, Klintonberg, Larfors, Silverforsen, Ziemann</i></p> <p><b>Short Paper, p. 301</b> Using student feedback to enhance teaching practices and policies <i>Ragupathi, Geertsema</i></p>	<p><b>Workshop, p. 326</b> Construction as a tool for reflection – A LEGO workshop <i>Andersson, Andersson Chronholm</i></p>	<p><b>Workshop, p. 328</b> Transforming and challenging the pedagogical space, knowledge and collegial collaboration: The case on gender, power and body in physical education <i>Fundberg</i></p>
14.35-15.00	<p><b>Coffee Break</b> [V: Foyer]</p>							
	[V:N1, 1st floor]	[V:N2, 1st floor]	[V:O1, 1st floor]	[V:O2, 1st floor]	[V:P1, 1st floor]	[V:P2, 1st floor]	[V:R2, 2nd floor]	[V:S2, 2nd floor]
15.00-15.30	<p><b>Long Paper, p. 239</b> An exploratory study of undergraduate law students' experience of online peer and self-grading: Towards an experiential perspective <i>Stenalt, Lassesen</i></p>	<p><b>Long Paper, p. 66</b> Are learning outcomes affected by course intensity and workload? <i>Damsgård, Strømseng, Varpe</i></p>	<p><b>Long Paper, p. 257</b> Academic Development Programme for Teaching Assistants: Its Influence on Teaching Mindset and Impact on Learning Experiences <i>Tan, Mendoza, Lim, Looker</i></p>	<p><b>Long Paper, p. 232</b> Technology Acceptance Among Teachers: An SLR on TAM and Teachers <i>Sánchez-Prieto, Olmos-Migueláñez, García-Peñalvo</i></p>	<p><b>Long Paper, p. 34</b> Humanities Research Methods in a Liberal Arts &amp; Sciences program <i>Andeweg, Slob</i></p>	<p><b>Long Paper, p. 177</b> How do Teaching Assistants Make Decisions in the Classroom? <i>Nair, Cheng, Marquis, Roxå, Martino</i></p>	<p><b>Workshop, p. 332</b> Decoding Research-Oriented Teaching: Make Research Processes Explicit and Identify Research Competencies <i>Weiss, Riewerts</i></p>	<p><b>Workshop, p. 330</b> Together for better learning. Transforming patterns of teaching and learning through work placement for students. Results from four case studies <i>Raaheim, Ulvik, Helleve, Bröske, Sætre, Hole, Velle, Bærheim, Grimeland</i></p>
15.40-16.00	<p><b>Short Paper, p. 291</b> An exploration of student engagement in co-created learning environment <i>Lassesen, Stenalt</i></p>	<p><b>Short Paper, p. 276</b> Peer mentors' perception of group mentoring <i>Abrahamson, Duguid</i></p>	<p><b>Short Paper, p. 280</b> Professional Development in Teaching and Soccer Refereeing: Parallels and Contrasts <i>Chaudhury</i></p>	<p><b>Short Paper, p. 283</b> Developing a Teaching Philosophy: An Exercise in Futility or a Means to Transforming Teaching Practice? <i>Dørum, Sandvoll, Solberg</i></p>	<p><b>Short Paper, p. 296</b> Transforming patterns through the scholarship of teaching and learning <i>McConnell, Marquis</i></p>	<p><b>Short Paper, p. 303</b> Insights into doctoral teaching assistants' views of teaching: Conclusions from a systematic analysis of scholarly teaching projects <i>Scherrer, Brown</i></p>		
19.00-	<p><b>Conference Dinner</b> [Kårhuset: Gasque, Basement]</p>							

## Addresses:

**Kårhuset (the Student Union building):** John Ericssons väg 3 (55.712236, 13.209283)

**V (the V-building):** John Ericssons väg 1 (55.712645, 13.210985)

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**Friday, June 9 2017**

09.00-10.00	<b>Keynote speaker: Planting SoTL in a country – a living story, <i>Mart Noorma, University of Tartu</i></b> <b>[Kårhuset: Aulan]</b>							
10.00-10.15	<b>The Joanna Renc-Roe Award 2017, presented by <i>Torgny Roxå, Lund University</i></b> <b>[Kårhuset: Aulan]</b>							
10.15-10.45	<b>Coffee Break</b> <b>[V: Foyer]</b>							
	<b>[V:N1, 1st floor]</b>	<b>[V:N2, 1st floor]</b>	<b>[V:O1, 1st floor]</b>	<b>[V:O2, 1st floor]</b>	<b>[V:P1, 1st floor]</b>	<b>[V:P2, 1st floor]</b>	<b>[V:R2, 2nd floor]</b>	<b>[V:S2, 2nd floor]</b>
10.45-11.15	<b>Long Paper, p. 114</b> Students' perspectives on assessment tasks in Higher Education <i>Ibarra-Sáiz, Rodríguez Gómez</i>	<b>Long Paper, p. 28</b> Improving student retention through scholarly development <i>Andersson, Andersson Chronholm</i>	<b>Long Paper, p. 197</b> Disrupting the calendar: Measuring the impacts of a week-long fall break on stress and academic success in undergraduate students <i>Poole, Khan, Agnew, Ghilic, Smith</i>	<b>Long Paper, p. 251</b> “It has been a real voyage of discovery”: Staff as students in an online course – what have we learned? <i>Supple, McCarthy, O'Mahony</i>	<b>Long Paper, p. 39</b> Do policies transform patterns? Effects of the implementation of written assessment criteria at an entire faculty <i>Bergqvist Rydén, Mårtensson, Roxå</i>	<b>Short Paper, p. 275</b> Thinking unlimited: changing learning cultures in Tallinn University <i>Aava, Karu</i>	<b>Short Paper, p. 290</b> Methods used by university teachers to support meaningful discussion in the classroom <i>Karm, Sarv, Voolaid, Miliste</i>	<b>Short Paper, p. 287</b> Race talk in the university classroom: Lessons from Norway for educational developers on race discourse <i>Harlap, Riese</i>
						<b>Short Paper, p. 286</b> Leading Strategic Academic Development: Challenges and Milestones <i>Geertsema</i>	<b>Short Paper, p. 299</b> Metaphor to meaning: narrative inquiry as SoTL tool <i>Morón-García, Kensington-Miller</i>	<b>Short Paper, p. 284</b> Academic development: a multi-faceted endeavour <i>Englund</i>
11.25-11.55	<b>Long Paper, p. 157</b> Innovative forms of professional learning: supportive partners in teaching <i>Kovács</i>	<b>Long Paper, p. 23</b> Peer observation of Teaching as motivation for educational development – From teaching as private enterprise to a collective approach <i>Allern, Sundset, Sandvoll</i>	<b>Long Paper, p. 49</b> Lessons learned – towards a framework for integration of theory and practice at student, teacher and institutional level in academic development <i>Bolander Laksov</i>	<b>Long Paper, p. 44</b> Testing the impact of active learning in first year undergraduate natural science courses <i>Bjune, Grung, Holst, Olsen</i>	<b>Long Paper, p. 129</b> Documenting the parameters of effective SoTL counselling <i>Jérôme, Detroz, Verpoorten</i>		<b>Short Paper, p. 297</b> The Transformative Potential of Engagement with Scholarship <i>McKinnon</i>	<b>Short Paper, p. 278</b> Pedagogical development in higher education with a focus on teaching methods <i>Andersson, Wester</i>
12.00-13.00	<b>Lunch</b> <b>[V: Foyer]</b>							
	<b>Poster Session [V: Foyer]</b>							
12.45-13.30	<b>Poster, p. 311</b> Does teaching about metacognition improve metacognition? <i>Cameron, Duffy</i>		<b>Poster, p. 314</b> Using SOTL to Drive Curriculum Change: the Variables and Experiences of the MRU Athletic Therapy Program <i>M.Lafave, Yeo</i>		<b>Poster, p. 317</b> Is it possible to educate professionalism with the help of a learning portfolio? <i>Sarv, Volmer</i>		<b>Poster, p. 320</b> Exploring and transforming the supervisory practice of staff working with students undertaking a PhD by Published Work programme <i>Smith</i>	
	<b>Poster, p. 312</b> Community Engaged Education: Combining Academic Learning with Public Benefit <i>Khan, Tortora, McNicholas</i>		<b>Poster, p. 315</b> Exploring the effect of mapping student learning in the assessment process, in a kinesiology class, using the Teaching for Understanding framework <i>Lysaght, McCarthy</i>		<b>Poster, p. 318</b> The role of the Qualified Dental Nurse in the development of Student Nurses in clinical training <i>Scannell, McCarthy</i>		<b>Poster, p. 321</b> The PDF-Concept – Triangulation and Analysis of Mathematical Tasks <i>Stank, Zaepernick-Rothe</i>	
	<b>Poster, p. 313</b> Does concept mapping enhance learning outcomes for teaching evidence-based practice theory? <i>L.Lafave, Yeo, M.Lafave</i>		<b>Poster, p. 316</b> Designing an E-learning Course: Immunisation Training for Healthcare Professionals <i>Oona, Haar, Heidmets, Hütt, Kesküla, Pihu, Talumäe</i>		<b>Poster, p. 319</b> Exploring Metacognition as a Support for Learning Transfer <i>Scharff, Draeger, Verpoorten, Devlin, Dvorakova, Lodge, Smith</i>		<b>Poster, p. 322</b> An Ant, Russian Dolls, Even a Cow Can Help: Understanding Mathematics by Visualizing Structures <i>Stank</i>	

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Friday, June 9 2017, cont.

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13.30-14.00	<b>Long Paper, p. 221</b> Helping students conceptualize definition <i>Riegler</i>	<b>Long Paper, p. 121</b> Graduate Voice – the missing link in forming modern HE policy <i>Ingham</i>	<b>Long Paper, p. 17</b> Informing course development practice through scholarly exploration <i>Alexandersson, Svensson, Andersson</i>	<b>Long Paper, p. 77</b> The value of Scholarship of Teaching and Learning in recruitment and promotion of academic scholars <i>Elmgren, Forsberg, Levander</i>	<b>Long Paper, p. 136</b> Exams as learning arena: A criterion-based system for justified marking, student feedback, and enhanced constructive alignment <i>Jørgensen, Goksøyr, Hjelle, Linge</i>	<b>Long Paper, p. 151</b> The context of scholarship of teaching and learning: identification and understanding of different microcultures <i>Kjær, Troelsen, Mårtensson, Roxå</i>		
14.10-14.30	<b>Short Paper, p. 277</b> Exploiting feedback features in Turnitin to enhance academic literacy <i>Abrahamson, Mann</i>	<b>Short Paper, p. 281</b> How do teachers reflect upon their teaching in teaching portfolios? – Analysis of applications to excellent teacher at the University of Gothenburg <i>Dafgård, Saalman</i>	<b>Short Paper, p. 293</b> From the administration into a discipline: Hazards in the institutional re-classification of a SoTL-community of academic developers. Building an academic field of professional inquiry? <i>Lindberg-Sand</i>	<b>Short Paper, p. 308</b> Pedagogical Change across Four Courses: SoTL as a Bridge <i>Yeo, Hewitt, Bouma</i>	<b>Short Paper, p. 289</b> Triggering Empathic Unsettling: A Valid Classroom Practice? <i>Karlsson</i>	<b>Short Paper, p. 279</b> Institutional Transformation through SoTL: Initial Steps at South Alabama <i>Chaudhury, Mattson</i>	<b>Short Paper, p. 305</b> Understanding academic microcultures within a department in a research-intensive university: An exploratory study <i>Soong, Devi</i>	
14.30-15.00	<b>Coffee Break</b> [V: Foyer]							
	[V:N1, 1st floor]	[V:N2, 1st floor]	[V:O1, 1st floor]	[V:O2, 1st floor]	[V:P1, 1st floor]	[V:P2, 1st floor]	[V:R2, 2nd floor]	[V:S2, 2nd floor]
15.00-15.30	<b>Long Paper, p. 83</b> Proceedings Portfolio or project? – Involving university teachers in the research of their disciplinary teaching to enhance transfer <i>Feixas, Bachmann, Bühner, Engfer, Honegger, Zellweger, Zimmermann</i>	<b>Long Paper, p. 203</b> Interpreting the concept of students as partners in a large distance-learning institution <i>Prescott</i>	<b>Long Paper, p. 88</b> Student's views on attendance <i>Freyhult</i>	<b>Long Paper, p. 95</b> Understanding Academics' Conceptions About Teaching Practice: The Role of Professional Learning Conversations <i>Gan, Liew</i>	<b>Long Paper, p. 226</b> Raising Theoretical Concept Understanding In Courses With Journalist Students <i>Ringfjord, Severson</i>	<b>Long Paper, p. 268</b> Measuring Transformational Learning in Faculty Development Programs <i>Weiss, Bach, Riewerts, Connors</i>		
15.40-16.00	<b>Closing Session: Katarina Mårtensson and Torgny Roxå, Lund University</b> [V:A, Foyer]							

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