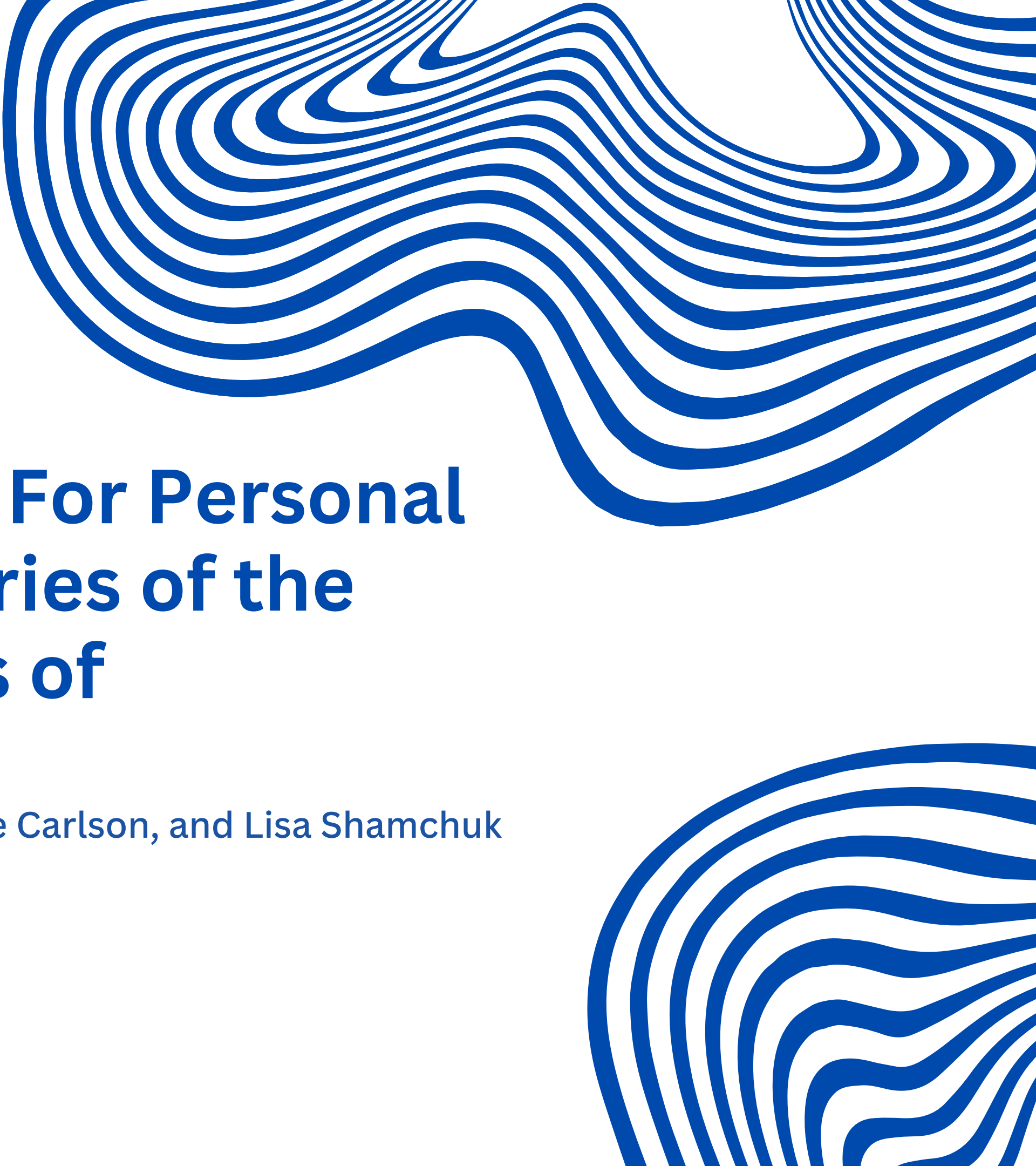
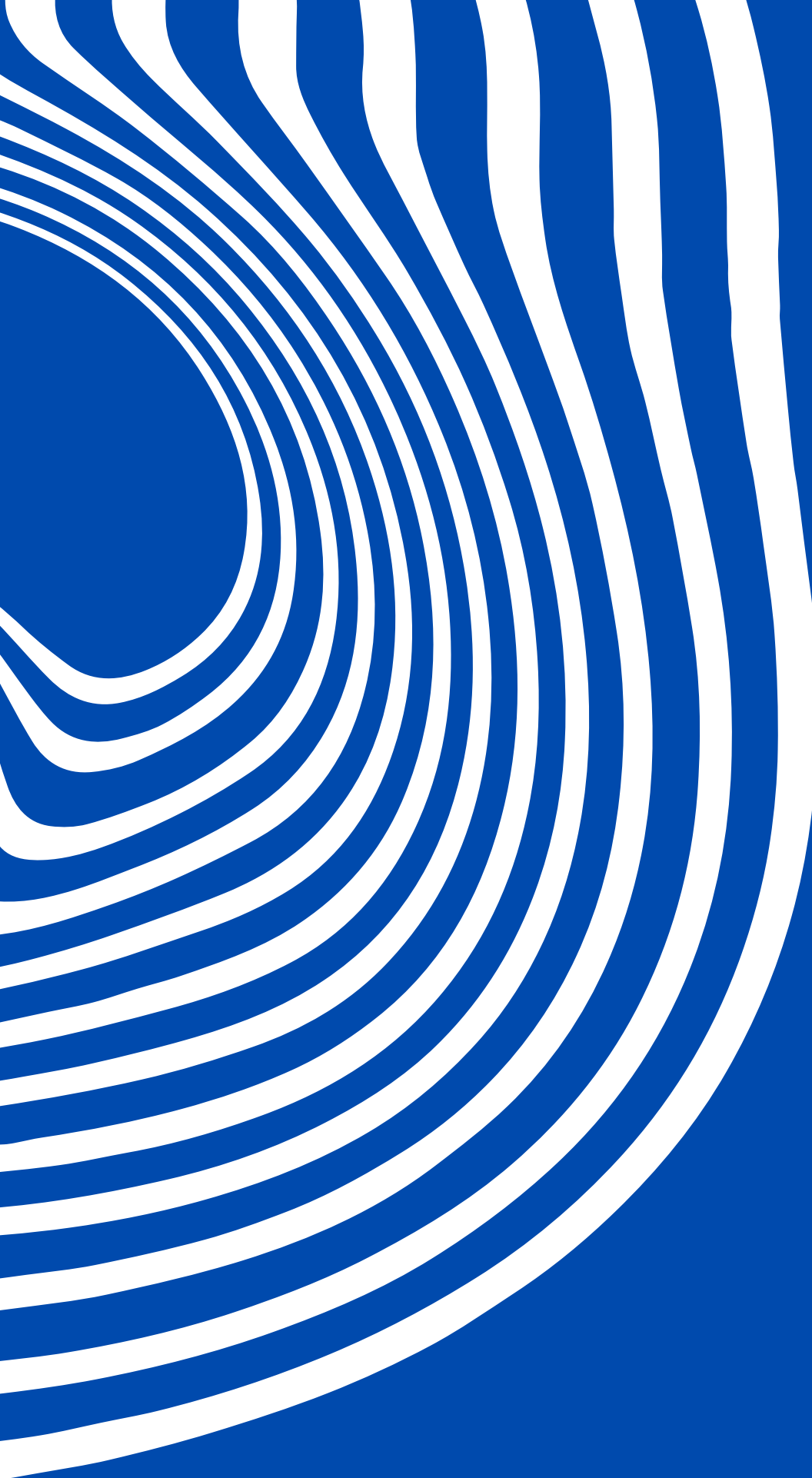




Collaborative Research For Personal Growth: Illustrative Stories of the Transformative Impacts of Multidisciplinary SoTL

Lisa McKendrick-Calder, Jody Nelson, Sue Carlson, and Lisa Shamchuk



In this session we will:

1. Describe how we see SoTL
2. Briefly discuss cross-disciplinary SoTL
3. Each share a project we have done, highlighting the personal growth or transformation it has brought us

We have incorporated some reflective questions for you to consider

Please note: For details and findings of the specific projects we have included a QR code at the end linking to our work.

How we Conceptualize SoTL

Scholarship of Teaching & Learning

We understand it as

“practices that engage teachers in looking closely and critically at student learning in order to improve their own courses and programs.”

■ *Hutchings et al, 2011*

We also appreciate that SoTL can be done for:

- *research as a job or role requirement*
- *a mechanism to gain qualification*
- *a personal journey*
- *a way to make a difference*

■ *Stubb et al., 2014*

Consider: How does this ‘fit’ with your personal or institutional conceptualization of SoTL?



- **Promote a deeper understanding of effective teaching and learning**
- **Cultivate curiosity**
 - **uncover and (re)consider assumptions**
 - **explore new research methodologies**
 - **adapt evidence based teaching**
- **Enhance the reflective process**
- **Foster the development of shared pedagogical understandings**

Cross-disciplinary Collaboration



Virtual Reality Simulation in Health Assessment

Jill Vihos, Andrea Chute, Sue Carlson, Mamta Shah, Karen Buro, Nirudika Velupillai

Project

- Using Virtual Reality Simulation to explore student satisfaction and self confidence
- Learning with peers
- Integrating learning with critical thinking

Collaboration

- Who does VR without IT?
- Confidence vs frustration when connecting
- Increased internet access achieved

Personal Growth

- Early collaboration with IT
- Increased access in simulation areas
- Learning from students
- Students supporting students

Consider: Are there University services that collaborate in your research in a supportive way?

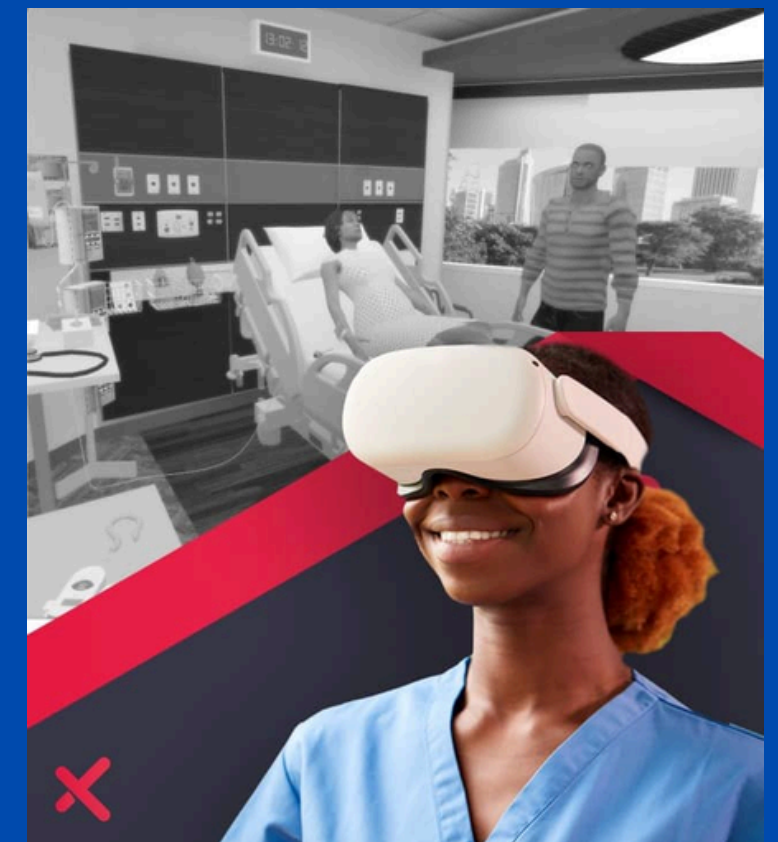


Image source: www.simxvr.com

Aligning Information Literacy & Evidence-Based Practice for Meaningful Nursing Student Learning

Jody Nelson, Ali Foster, Mary Asirifi, Melanie Gates, Nirudika Velupillai, Wanhua Su

Collaboration

- Year 2 nursing instructors
- Nursing subject librarians
- Senior stats student
- Stats faculty mentor

Project

Problem: Nursing students' disconnect with librarian-led information literacy (IL) lessons.

Intervention: Collaborative lesson redesign, integrating IL, evidence-based practice, and key class concepts, in a blended-learning format.

Question: What is the impact of the redesigned lesson on students' perceived evidence-based practice confidence, attitudes, and knowledge?

- Pre-/post- study design
- Validated questionnaire
- Data analysis by 4th year stats student
- Significant positive impact for students

Personal Growth

Challenges: Our teaching collaboration exposed competing instructor and librarian priorities. We had to stop, listen, build trust, and compromise, before embarking on research.

Outcomes: Most valuable for me were the cross-disciplinary relationships - which have led to more collaborations.

Growth: As project lead, I learned about having patience for others' timelines and processes, about trust in the judgment and expertise of others...and about letting go of control!

■ Pennington et al., 2013

Consider: Are there teaching or student-learning challenges you would like to explore, and where other perspectives or expertise would be valuable?

Stretching the PICO* Search Framework

Implications for Database Searching and Perceived Searching Confidence

Lisa Shamchuk and Jody Nelson

Project

- Does using PICO produce more relevant search results than using a generic concept map?
- Does using PICO improve perceived searching confidence when compared to using a generic concept map?

Collaboration

- Faculty members from Business and the Library
- Co-facilitated guided searching activities wherein students used two different structured search strategies
- Students used an online form to indicate their preferred strategy and perceived confidence

Personal Growth

- Continued collaboration with library
- Practical curriculum changes, setting students up for success earlier
- Continued involvement of students in the research process
- Inspiration for future SOTL research projects

Consider: How could you collaborate with your institution's librarians for teaching, learning, and/or research purposes?

*Patient/Population, Intervention/Investigation, Comparison, Outcome



Structured Flexibility:

Institutional Collaboration on Student Choice

with Dr. Sarah Copeland, Dr. Melissa Hills, and Lisa Mckendrick-Calder

Project

- Mixed method investigation of structured flexibility for student choice in assessment
- Student in English courses were given choice of question, text, and deadline for reading reflection assignments
- Asked participants about which of these aspects influenced their choices and how choice informed their experience in these courses

Collaboration

- Collaboration was between faculty members from English, Biology, and Nursing
- We all offered ‘choice’ and ‘flexibility’ in our courses but in differing ways.
- We all are relational educators who have strong personal values for inclusive education.

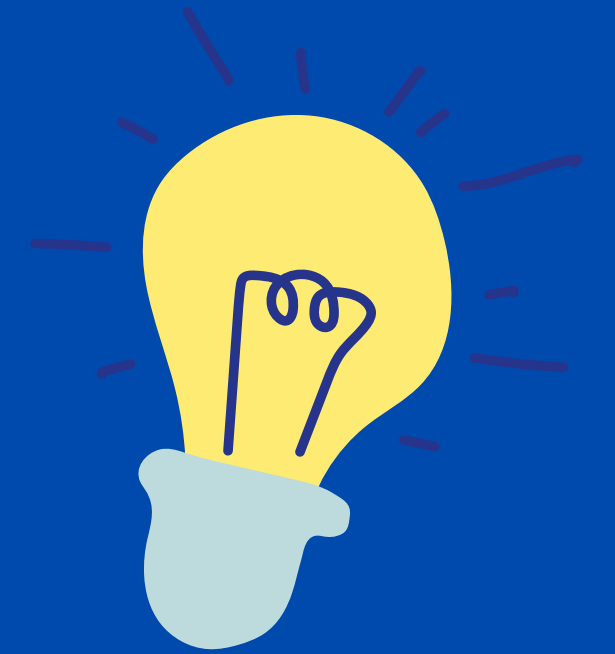


Personal Growth

- Disciplinary research norms varied a lot and led to many great discussions and learnings for our own teaching practices.
- Enhanced institutional understanding.
- Rich discussion and evidence-sharing of teaching strategies, challenges, and successes.
- Research Findings: led us to understand the complexity of choice and how it is experienced by students which has informed us about our practices and considerations.

Consider: Do you have curiosities about broader pedagogical concepts that educators in other disciplines might also have?





We hope this presentation has:

Inspired you to (re)consider the “why” you do or might do SoTL

Provided some specific examples of the benefits of Cross-disciplinary SoTL



SoTL Projects

Nelson, J., Foster, A., Asirifi, M., Gates, M., Su, W., & Velupillai, N. (2021, June 8-11). Revisioning the Possible: Aligning Blended IL Instruction with Principles of EBP for Meaningful Nursing Instruction [Conference presentation]. CHLA 2021, Winnipeg, MB.
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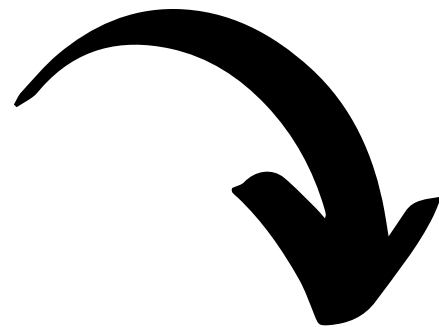
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*Follow the QR code to our
presentation slides with
contact information and
details about these
projects*



*Thank
you*

Presenter and Project Information

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[Link to article / poster](#)

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[Link to article / poster](#)

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Structured Flexibility

Article in press



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Aligning Information Literacy

[Link to poster](#)

