

EuroSoTL 2022

Summary of sessions – titles only

Please double check with the Guidebook if you can, as changes will be notified there.

Session 1 Thursday 16 June 11:05-12:05	Brooks 2.12	1A	'Generation-Z' abroad; the case of measuring intercultural competence (ICC) in Study Abroad	
		1A	Developing the community of practice at Tallinn University	
		1A	Learning journals and student conceptions of leaning: a case study in Norwegian higher education.	
	Brooks 2.15	1B	Building communities through reflective dialogue: Relational approaches to observations of practice.	
		1B	Hybrid teaching: new challenges for university teachers	
		1B	It's in the genes: harnessing employability DNA as the unit building blocks of sustainable curricula	
	Brooks 2.16	1C	Using a Virtual Community to facilitate Interprofessional Education	
		1C	Effective assessment with 'inclusive' marking schemes for enhanced graduate outcomes.	
		1C	AS I AM - Exploring Belonging	
	Brooks 2.17	1D	Creating frameworks to support bottom-up SoTL communities	
		1D	Developing a collaborative industry-academia SoTL community for enhanced employability	
		1D	Academic Offences and International Students: Assessing Inside Views to Design Effective Preventive Measures	
		1E	Cancelled	
	Session 2 Thursday 16 June 12:10 - 13:10	Brooks 2.12	2A	Safe spaces, empowerment and representation: building an inclusive community
			2A	Fostering a sense of belonging through academic-student collaboration to close the HEI awarding gap
2A			Building Learning Communities	
Brooks 2.15		2B	Developing a Toolbox for building and sustaining a Community of SOTL	
		2B	An exceptional opportunity: teacher training programmes to collectively address academic challenges during the covid pandemic	
		2B	Creating Communities of Learning for Post-Traditional Student Success	
Brooks 2.16		2C	Engagement in scholarly activities at a research-intensive university: who is involved?	
		2C	Co-writing motives at Tallinn University	
		2C	Building a Local and International SoTL Community through Collaborative Research, Development, and Networking	
Brooks 2.17		2D	Unfolding Case Study: Performance and Perception	

		2D	Creating a 'Sense of Belonging' and community building through co-creation; the case of 'Cultural Insight Wednesdays'; a student-lead podcasting project
		2D	Intentional design and experience to build a community of teachers
	Brooks 2.18	2E	How do you moderate a learning- and research community of teachers in higher education?
Session 3 Thursday 16 June 14:00-15:00	Brooks 2.12	3A	Peer observation of hybrid classes. A teacher training activity for university faculty
		3A	The Manchester Met Q-Step Way: We Do Things Differently Around Here.
		3A	Teatime Teams Sessions: An Online Community-based example of why Non-Traditional Teaching is essential for Non-Traditional Students
	Brooks 2.15	3B	Is it possible to identify student bottlenecks using quality management tools?
		3B	Bringing an academic community together through SOTL conversations during the pandemic
		3B	A Tale of Two Communities of Practice: Building SoTL across a diverse Science and Engineering Faculty
	Brooks 2.16	3C	Scaffolding Educational Change through SoTL
		3C	Building the Division of Education and Scholarship: curricula, colleagues and current conundrums!
		3C	Building an inclusive community: Reverse Mentoring as a tool to develop student belonging and 'seeing behind the curtain'.
	Brooks 2.17	3D	Theory and practice – student's experience with internship in a non-professional study program
		3D	Two Tutors Talking
		3D	Internships in academia – challenges and opportunities for practical orientation in disciplinary and multidisciplinary study programs in higher education
	Brooks 2.18	3E	Crossing boundaries in legal education: interdisciplinary scholarship in a world of wicked problems and rapid change.'
	Brooks 2.19	3F	Intentional design and experience to build a community of teachers
		3F	Enhancing the professional academic identity of academic as university teachers through building SoTL communities: Two sides of the same coin
		3F	Can I show you my pedagogy? Making the invisible, visible.
Session 4 Friday 17 June 09:00 - 10:00	Brooks 2.12	4A	PLATO: a practice education tool to build learning communities
		4A	Training students to be interdisciplinary
		4A	Supporting learners in practice: building a community of practice to promote a shared vision for the future.
	Brooks 2.15	4B	Extending the welcome: reflections from the University of Leeds institutional level Welcome, Induction and Transition project

		4B	Decolonising higher education curricula: Authentic guiding narratives from academic and learner communities
		4B	Student success and student engagement
	Brooks 2.16	4C	Collective Expertise, Collaborative Response: harnessing the power of "us" Collective Expertise, Collaborative Response: harnessing the power of "us"
		4C	Constructing Communities Within and Beyond Borders
		4C	Digital storytellers: A Community of Practice
	Brooks 2.17	4D	How to facilitate significant informal conversations about teaching and learning
		4D	The Journal of Learning Development in Higher Education: supporting, shaping and giving a voice to our community
		4D	Using an Academic Literacies Lens to Examine Searching and Reviewing the SoTL Literature
	Brooks 2.18	4E	Reflections on an EdTech Community of practice – building a community that brings academic and professional services together.
	Brooks 2.19	4F	Altering perceptions on final year dissertations through the implementation of a SoTL research-teaching led community supervision approach
		4F	Instructor Promotion of Student Mental Health
		4F	ASPIRE in building community: A case study
Session 5 Friday 17 June 10:25 - 11:25	Brooks 2.12	5A	Embracing the uncomfortable truth – How to address racism and ethnicity in Higher Education
		5A	Tell me about yourself: Integrating Refugees and Asylum Seekers into a Student Community
		5A	Right2Education
	Brooks 2.15	5B	What are SOTL communities for? A critical realist perspective!
		5B	Building a peer-to-peer instructor community in kinesiology through online hangouts
		5B	Discomfort and difficult subjects: Reflections on teaching and learning in Humanitarian Studies
	Brooks 2.16	5C	Engaging students as pedagogic consultants to co-create inclusive, reflective learning experiences and communities
		5C	Towards collaborative educational development: connecting learning design with curriculum interactivity
		5C	The value of in-person teaching in developing a learning community and a sense of “feeling like a student”
	Brooks 2.17	5D	Filmmaking as an Engaged Learning Tool - from Undergraduate Study to Postgraduate Research
		5D	Can the covid-19 pandemic move mountains? An opportunity for redesigning learning assessment in higher education
		5D	Motivations to study and experiences of campus interactions in a diverse community of learners: connecting students experience and its influence on awarding gaps.

	Brooks 2.18	5E	Transforming induction practice through SoTL-inspired Student Staff Partnership Projects	
Session 6 Friday 17 June 13:15-14:15	Brooks 2.12	6A	Creating SoTL communities through critical storytelling: reflections on a participatory study with Russell Group academics of working-class heritage	
		6A	Taught by experience - an approach to integrated learning for first year students.	
		6A	Sowing SoTL seeds through Peer Mentoring	
	Brooks 2.15	6B	Year Manager Touch Points Promoting the Student Community and Building Inclusivity'	
		6B	How do foster program leaders in leadership for learning? Lessons learnt in professional development course about curriculum alignment.	
		6B	Building social communities and learning environments through student-led programs	
	Brooks 2.16	6C	University Sport: identity, belonging and what it means to be a member.	
		6C	Building sustainable and accessible environments for learning and health	
		6C	Support and inclusion in post-covid higher education – student perception on support and learning during digital teaching	
	Brooks 2.17	6D	In pursuit of the academic development project – the formation of a teaching academy and its integration with educational developers work	
		6D	APA/PGCLTHE: A Framework for Building a community of Early Career Academics	
		6D	Make Sure You're Connected - Building Educational Communities in a Digital World	
	Brooks 2.18	6E	Building Communities through the Scholarship of Teaching and Learning	
	Session 7 Friday 17 June 14:20 - 15:20	Brooks 2.12	7A	Neuropsychosocial Pedagogy: The Double Helix Model in Theory and Practice
			7A	Faculty Development and transfer: Is what they learn what they do as teachers?
7A			From the Local, to the Trans-National: Building an International Classroom to Support Community Service Learning	
Brooks 2.15		7B	Why do all the Black students sit together?: The burden of integration	
		7B	Developing religiously and racially inclusive communities in and beyond teaching and learning.	
		7B	The importance of staff-student partnerships in practice physiotherapy education	
Brooks 2.16		7C	Student perceptions and achievement in an innovative assessment designed to bridge the gap between STEM undergraduates and the academic research community.	
		7C	Building Bridges: Recognising, Rewarding and Developing SoTL Communities in UK Universities	
		7C	Revisiting the dual role in SoTL: Encounters with a monster	

	Brooks 2.17	7D	Impact of field-based interdisciplinary international staff development on teaching and learning practice
		7D	Student Engagement with Online Learning
		7D	Facilitating Shared Understanding to encourage Interdisciplinary Integration during the Interdisciplinary Research Process
	Brooks 2.18	7E	Developing an “Inclusive Curriculum Toolkit” to benefit diverse learning communities