

SoTL Scholars in the News

2024-2025

SoTL Initiative is thankful and celebrates SoTL Scholars who are committed to inquiring into student learning about how the students are learning and what is happening with the learning, and advancing their teaching by participating in various professional development opportunities and events. As a result of attending the SoTL Forum that was organized by the U.S. Air Force Academy in Colorado Springs, we found a valuable tool that our UW's SoTL scholars can use to develop their SoTL research projects.

One celebration is the work of the four SoTL Scholars who went to the Air Force Academy in Colorado Springs (Chelsea Escalante, Modern and Classical Language Department, Art & Sciences, Hugo Da Costa Santos, UW Casper, Lindsey Marie Nicoles, College of Education, and Mollie Hand, LEARN Program). Upon return, they formalized a group and will meet monthly during the Spring of 2025 to develop a SoTL Scholarly Blog project. Individually they will be working on blogs on SoTL Principles and their individual SoTL Projects.



2023-2024

SoTL Initiative is thankful and celebrates SoTL Scholars who are committed to inquiring into student learning about how the students are learning and what is happening with the learning, and advancing their teaching by participating in various professional development opportunities and events.

As a result of attending SoTL Commons, we found a valuable tool that our UW's SoTL scholars can use to develop their SoTL research. One celebration is the work of the three SoTL Scholars who went to the Air Force Academy in Colorado Springs (Amy Roberts, College of Education, Jenny Ingwerson- -Niemann, Animal Science, and Marian Stordahl, English Language Center). Upon return, they formalized a group and met 12 times during the Spring of 2024 to develop a SoTL Scholarly Blog project. Individually they wrote about SoTL and its principles.



SoTL Learning Days at UW:

by participating in the watch party that was organized by the Kennesaw University, September 19-20, 2024

2 days virtual watch party conference was a big success. 10 UW faculty, visiting scholars, and staff participated in the SoTL Learning Days. SoTL

Scholars engaged in exploring SoTL projects and in action and the essence of the SoTL work at different institutions.

12 Poster presentations were presented at the end of the SoTL Learning Days. Two Graduate Students were awarded gifts for their best poster presentations. We are thankful to the Fulbright Hays Projects Abroad participants for presenting their SoTL projects and posters.

Photo: DK

Culmination project by SoTL Scholars at UW: [Vol. 1 \(2024\): SoTL Principles and Definitions: 2024 | Case Studies and Scholarly Blogs in Scholarship of Teaching and Learning](#)

Publications of our UW SoTL Scholars:

Teaching Sustainability Practice through Service Learning: A Case Study of Reducing Food Waste | Sustainability and Climate Change (liebertpub.com)
Jamie A. Picardy, Sara Ghezzi, and Richard Bilodeau
Sustainability and Climate Change 2021 14:1, 55-59

Hand, M. (2024). Service-learning inspires belongingness: Seven steps to combat student homesickness. In H. Gringarten & R. Fernández-Calienes (Eds.), *Strategies for student success in higher education: The first-year experience* (pp. 173-188). Cambridge Scholars Publishing. [Strategies for Student Success in Higher Education: The First-Year Experience - Cambridge Scholars Publishing](#)

Watson, Rachel M., Edward Nuhfer, Kali Nicholas Moon, Steven Fleisher, Paul Walter, Karl Wirth, Christopher Cogan, Ami Wangeline, and Eric Gaze. "Paired Measures of Competence and Confidence Illuminate Impacts of Privilege on College Students." *Numeracy* 12, Iss. 2 (2019): Article 2. DOI: <https://doi.org/10.5038/1936-4660.12.2.2>

Krueger, B.I. (2021). Using peer-assessment to mitigate variability in graduate students' phonetic transcription skills. *Clinical Linguistics & Phonetics*, 1-18. Advance online publication. <https://doi.org/10.1080/02699206.2021.1955300>

[A Construction Workforce Training Partnership Between the State of Wyoming, Industry, and University during COVID-19 \(siu.edu\)](#)

Student Perceptions of Video-based Flip Discussions During a Short-term Faculty-led Study-Aboard Program. By Dr. Jessica Papke, Clinical Assistant Professor, School of Pharmacy

Overview of the Project:

This project aims to understand student perception of video-based discussions during a faculty-led study-abroad course and determine if video-based discussions are a feasible alternative to other types of discussions that occur during study-abroad programs. Student perceptions of these activities give insight into future students' buy-in. Buy-in is critical to increasing students' motivation to learn and grow within the content (Cavanagh 2016).

To read more, please see page 8 of the [March 2023 ECTL Newsletter](#).

Have news to share with us? We would like to celebrate with you!

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