2015
How Can We More Effectively Encourage Faculty to Apply and Do SOTL?. Carol Hostetter (Social Work).

The Effectiveness, Efficiency, and Experience Offered by the PASS Student Led Team Learning Program: Biology and Beyond. Andrew Koke (Student Academic Center).

Analyzing the learning outcomes and teaching strategies of an arts-based general education curriculum on peace and conflict transformation through the arts. Marjorie Manifold and Mousumi De (Education – Curriculum & Instruction).

Service-Learning Attitudes and Project Engagement in a Larger Classroom Setting. Lauren Reiter (Apparel Merchandising and Interior Design).

Teaching as though Learning Matters: A Systematic Study of Graduate Student Reflections on Learning to Teach (and Teaching for Learning) in Higher Education. Jennifer Robinson (Anthropology), Valerie O’Loughlin (Medical Sciences).

The Role of Student Perception in Information Literacy Learning Outcomes in the Archives-centered Advanced Writing Course. Ranu Samantrai and Laura Clapper (English).

Augmented Reality Digital Technologies (ARDT) for Foreign Language Teaching and Learning. Olga Scrivner and Julie Madewell (Spanish and Portuguese), Cameron Buckley (Fine Arts).


Tweets from Europe: Social Networking as Authentic Learning. Giovanni Zanovello and Katherine Altizer (Musicology).
A Literature Review and Preliminary Survey on Learner Outcomes in Language Courses Taught by Native and Non-Native Speakers. Ariann Stern-Gottschalk (Slavic and East European Languages and Literatures).

A Multidisciplinary Evaluation of Pedagogy Courses’ Influence on Graduate Student Development as Teacher-Scholars. Valerie O’Loughlin (Medical Sciences), Catherine Sherwood-Laughlin (Applied Health Science), Jennifer Robinson (Anthropology).

Reimagining Opera for Kids: Developing a Pedagogy of Music Outreach. Kimberly Carballo (Jacobs School of Music).

2014

Determining effectiveness of Content Based Instruction in an online language learning environment. Öner Özçelik, Amber Kennedy Kent, Rahman Arman (Central Eurasian Studies).

Effects of Computer-based Interactive Assessment on Students’ Linguistic and Metalinguistic Development in Russian. Maria Shardakova, Sofiya Asher (Slavic Languages and Literatures).

Enhancing the Levels of Complex Reasoning Used by Pre-Elementary Education Majors Engaging in Technology-Enhanced Scientific Practices. Gayle Buck (Curriculum & Instruction).

Exploring Students’ Conceptions of Research and Inquiry. Barbara Dennis, Peiwei Li, Pengfei Zhao (Counseling & Educational Psychology), Karen Ross (Conflict Resolution, Human Security, and Global Governance – UMass Boston).

Information Literacy Integration & Assessment in the Geography Undergraduate Program. Brian Winterman, Nicholas Wyant (IUB Libraries), Rebecca Lave, Cody Kirkpatrick, James King (Geography).

OER-based Collaborative Scaffolding: Assisting In-Depth Understanding of Scientific Publications via Open Educational Resources. Xiaozhong Liu, Noriko Hara (Information and Library Science).
Assessing Educational Outcomes in an On-Line Class. William Bianco (Political Science).

Decoding Computer Science and Informatics. John Duncan, Adrian German, and Susanne Menzel (School of Informatics and Computing).

Exploring Students’ Conceptions of Research and Inquiry. Barbara Dennis, Peiwei Li, Karen Ross, and Pengfei Zhao (Counseling and Educational Psychology).

Information Literacy Integration and Assessment in Undergraduate STEM Programs. Brian Winterman (IUB Libraries) and Richard Hardy (Biology).

Intrinsic Motivation and Play: Classroom Games as Teaching Tools. Monika Herzig (Public and Environmental Affairs), Ashley Hasty (Apparel Merchandising and Interior Design), Chanitra Bishop (IUB Libraries), Adam Leite (Philosophy).


A Pilot Study of Service-Learning in Intergenerational Family Literacy. Beth Samuelson and Tara Kelley (Literacy, Culture and Language Education).

Promoting Academic Integrity in Computer Science: A Culture Study. Yuqing Melanie Wu (Informatics and Computing) and Carolyn Calloway-Thomas (Communication and Culture).

The Role of a Doctoral Level Public Health Pedagogy Course: Enhancing Associate Instructors’ Pedagogical Practices and Undergraduate Student Learning. Catherine Sherwood-Laughlin, Alyssa Lederer, David Lohrmann, and Kathy Finley (Applied Health Science); and Valerie O’Loughlin (Medical Sciences).

Roundabout Opera for Kids: Developing a Pedagogy of Music Outreach. Kimberly Carballo (Jacobs School of Music).
Technology Integration Concerns: A Dialogue Between Pre-Service Teachers and Exemplary In-Service Teachers. Tom Brush, Krista Glazewski, Anne T. Ottenbreit-Leftwich, Sinem Aslan, Bryan Hoey, Olgun Sadik, and Aaron Zachmeier (Instructional Systems Technology).


Using Peer Review to Develop Interprofessional Team Leadership Skills. Deanna Reising, Rebecca Feather, Zulfukar Ozdogan (Nursing), Douglass Carr (Medical Sciences).

2012
Designing for Participation in Hybrid Delivery of a Large Media Production Course. John D. Walsh (Department of Telecommunications) and Daniel T. Hickey (Learning Sciences).

Effects of Peer-Learning on Students' Linguistic Development in Russian. Maria Shardakova and Elena Doludenko (Slavic Languages and Literatures).


Technology Integration Concerns: A Dialogue Between Pre-Service Teachers and Exemplary In-Service Teachers. Krista Glazewski, Anne T. Ottenbreit-Leftwich, Sinem Aslan, Bryan Hoey, and Aaron Zachmeier (Instructional Systems Technology).

2010-2011
An Assessment of Student Learning Outcomes in Department of Recreation, Park and Tourism Studies Using Shared Goals of the New General Education Requirements. Craig Ross and Sarah Young (Recreation, Park, and Tourism Studies); Maresa Murray (Applied Health Science) and Joanne Klossner (Kinesiology).


Development of Interdisciplinary Communication Skills in Nursing and Medical Students Using a Simulated Clinical Environment. Deanna L. Reising (Nursing) and Douglas E. Carr (Medical Sciences).

Imago Score: Collaborative Research in Creative Process. Salene Carter (Public Health) and Rowland Ricketts (Fine Arts).

The Decoding the Disciplines Project. Arlene Diaz, David Pace, and Leah Shopkow (History); Chen Zhu (Geology) and Joan Middendorf (Center for Innovative Teaching and Learning)


2008-2009
Assessing the Value of Interdisciplinary Team-Teaching in a Science Curriculum. Philip Quirk (Human Biology).

Examining Pre-service Teachers’ Emerging Understandings of Biliteracy Pedagogies. Carmen Medina and Maria P. Ghiso (Language Education)

Interdisciplinary Law School and Psychology Graduate Training: Incorporating the Children's Perspective into Divorce Mediation and Conducting Program Evaluation Research. Amy G. Applegate (Maurer School of Law), Amy Holtzworth-Munroe, Brian M. D'Onofrio, and John E. Bates (Department of Psychological and Brain Sciences); and Jenn McIntosh (Clinical Director of Family Transitions).
The Formation of Scholarly Teachers: Lessons for Teaching and Learning for the Next Generation from the Survey of Doctoral Education. Bernice Pescosolido and Brian Powell (Sociology); Carol Hostetter (Social Studies) and Rebecca Martinez (Center for Evaluation and Education Policy).

Understanding Student Outcomes and Learning Bottlenecks across Class-Levels in the P200 Criminal Justice Introductory Course. Kip Schlegel (Criminal Justice).

What are the Effects of Video Podcasting and Student-generated Podcasting on Learning, Teaching and Technical Support in a Hands-on Computer and Information Literacy Course? Howard Rosenbaum and Mark Napier (Library Information Sciences).

Does Participation in Pedagogical Health Sciences Encourage Graduate Students to Develop a More Scholarly Approach to Classroom Teaching? Valerie O’Loughlin and Mark Braun (Medical Sciences), and Katherine Kearns (CITL).

How Can Visual Methods Enhance Teaching and Learning in the General Education Classroom? A Multi-Disciplinary and Collaborative Research Project. Laurel Cornell (Sociology), Carrie Donovan (Wells Library), Hilary Kahn (Center for the Study of Global Change/Anthropology), Lara Lackey (Art Education), Martha MacLeish (Studio Art), Caty Pilachowski (Astronomy) and George Rehrey (Center for Innovative Teaching and Learning).


Internationalizing the Curriculum: A Global Learning Faculty Community. Hilary E. Kahn (Anthropology) and Daniel Knudsen (International Studies).

The LAMP Conundrum: Differential Expectations between Students and Faculty in Honors-Level Seminars. Eric Metzler and Jane Rogan (Liberal Arts and Management Program).

Scaffolding Critical Thinking in Online Problem-Based Studies. Tom Duffy and Gihan Osman (Instructional Systems Technology).

2006

Brief Student Goal Orientation Intervention to Improve Success in Entry Level Courses in the Natural Sciences. Bernice Pescosolido (Sociology) and Carol Hostetter (Social Work).

Building a Network for the Scholarship of Teaching and Learning History. Arlene Diaz, David Pace, and Leah Shopkow (History); and Joan Middendorf (Center for Innovative Teaching and Learning).

Chemistry Taking Action to Research and Enhance Student Achievement. Michael Edwards (Chemistry) and Bob Vantine (Office of Strategic Mentoring).

Cross-Disciplinary Research on Collaborative Learning. Theresa A. Ochoa (Education) and Howard Rosenbaum (Library and Information Science).

Diversity Course Exploratory Study. Katharine V. Byers (Social Work), Carolyn Calloway-Thomas (Communication and Culture), and Thomas Nelson Laird (Education).

Food for Thought: HUBI-ELSI Scholarship of Teaching and Learning Project. Whitney Schlegel (Human Biology), Vicki Getty (Public Health), Diane Henshel (Public and Environmental Affairs), James Reidhaar (Fine Arts Studio), Heather Reynolds (Biology), and George Rehrey (Center for Innovative Teaching and Learning).

Just in Time Teaching for the History of Photography. Claude Cookman and Michael Lyons (Journalism); and Sara Mandel (Fine Arts-History).