Jennifer C. Friberg, Ed.D., is the Cross Endowed Chair in the Scholarship of Teaching and Learning, and an Associate Professor of Communication Sciences and Disorders at Illinois State University in Normal, IL. Friberg, a speech-language pathologist, has studied student engagement, out-of-class learning, diagnostic decision-making, and clinical observation as part of her SoTL research agenda. She has received over a dozen teaching awards and two SoTL awards for her work at Illinois State University. She has been active in the SoTL movement, co-chairing the Advocacy and Outreach committee for the International Society for the Scholarship of Teaching and Learning. Within her discipline, Friberg co-authored the first text on SoTL in speech-language pathology and audiology (Scholarship of Teaching and Learning in Speech-Language Pathology and Audiology: Evidence-Based Education) as well as a position paper to advocate for acceptance of SoTL in her discipline. Friberg co-founded a disciplinary SoTL journal, Teaching and Learning in Communication Sciences & Disorders, and is co-founder and editor of The SoTL Advocate weblog. She is a fellow of the American Speech-Language-Hearing Association and is the current chair of the Council on Academic Accreditation for Audiology and Speech-Language Pathology.

**SESSION NAME: Plenary VI: Tricks of the Trade**

**PRESENTATION TITLE: Engaging in the Scholarship of Teaching and Learning**

Problems, opportunities, and wonderments: these are the hallmark of college-level teaching for many. Course instructors encounter problems due to their classroom environment, instructional context, or other variables they cannot control. Opportunities exist to change that, from study abroad to simulation encounters to out-of-class learning experiences (to name a few). As teachers, we have wonderments, too -- ideas we consider as possible pedagogies in our classrooms -- though we are unsure of their impact or efficacy.

The scholarship of teaching and learning (SoTL) is a form of research that focuses on just that, teaching and learning. SoTL is comprised of three consistent components, according to most definitions: systematic study, focus on teaching and learning, work that is made public. This plenary will introduce attendees to the concept of SoTL and discuss the need to build a disciplinary evidence base to inform decisions about course design, implementation, and assessment of student learning. Friberg will explain how SoTL research can inform what we do to solve problems in our courses and how we measure the impacts of any opportunities we implement or wonderments we explore. Friberg will provide examples of SoTL work from clinical disciplines to frame this plenary. A follow-up workshop offered immediately after the plenary will help those interested in SoTL to convert their teaching into SoTL.

**SESSION NAME: Concurrent Workshop VI: Practicing Scholarship Sessions**

**PRESENTATION TITLE: Converting Your Teaching into SoTL**

Picking up where Friberg’s “Engaging in the Scholarship of Teaching and Learning” plenary address left off, this workshop will focus on making SoTL operational in your own institutional context. In this 90-minute session, participants will identify a potential SoTL research question and plan how that question could be converted into an interesting and informative research project. Advantages and disadvantages of various research methods and data sources for studying teaching and learning will be discussed. Ideas for disseminating SoTL work will be provided. Universal and readily accessible supports for SoTL will be identified. It is intended that this workshop will be interactive and that each participant will leave the workshop with an outline of a SoTL project that could be completed after this conference.