8TH CELEBRATION OF TEACHING & LEARNING SYMPOSIUM
Wednesday, February 14, 2024

CALL FOR PRESENTATION PROPOSALS

You are invited to submit proposals for the eighth annual Celebration of Teaching & Learning Symposium, hosted on-campus at the University of Southern Indiana. The Symposium *welcomes works focusing on improving and transforming student learning, academic success, and curriculum in higher education* as we celebrate the love for teaching and learning.

Benefits for participating include the opportunity to share your work with other participants across disciplines and areas of work, spark new ideas, get feedback, make your scholarship visible, and initiate or strengthen connections. Presenters will have the option to include their abstracts and presentation materials within USI's Scholarly Open Access Repository (SOAR), which is indexed on Google Scholar and provides additional visibility of their works.

The Symposium provides opportunities to share teaching and learning efforts framed as either:

- **Teaching Practice**: Interesting and relevant teaching strategies or new adaptations of existing evidence-based practices for in-person, online, or other learning formats – with a focus on student learning and success.
- **Scholarship of Teaching and Learning (SoTL)**: The systematic inquiry into student learning for the purpose of improving one's teaching. SoTL is grounded in the literature on teaching and learning and includes gathering evidence to develop conclusions and ask more questions. It also includes the scholarly study of student academic success, learning analytics, and/or literature-informed critical reflection on teaching methods and practices. Works in progress are welcomed.

Presenters should engage the audience and model effective teaching practices. Presentations that focus on any topic related to teaching and learning are welcomed and especially welcome the following:

- improving student learning and success by facilitating student engagement and motivation;
- learning in specific contexts (such as face-to-face, online, hybrid, laboratory, clinical, or studio environments, or within disciplines);
- current trends and emerging topics in teaching and learning (such as generative AI tools, post-Covid norms)
- fostering diversity, inclusion, equity, and civility in learning environments;
- specific groups of learners (such as first-year, graduate, first-generation, minoritized, and/or marginalized students, adult learners, or students with disabilities);
- academic success at the course or program level, or curricular improvements.

Presentation Formats (all presentations are planned as in-person)

Teaching Practice	SoTL
Standard Presentation	Standard Presentation
Lightning Presentation	Lightning Presentation
Poster Discussion	Poster Discussion

- **Standard Presentations**: Prepare a 15-minute presentation and include time for questions and discussion during a 20-minute session.
- **Lightning Presentations**: Provide a brief (5-6 minutes) presentation with up to 4 slides. Examples include a short demonstration of an instructional activity, highlights of a student engagement or instructional innovation, or sharing a SoTL work in progress. Multiple lightning presentations on

similar topics will be grouped together in a session, presented back-to-back, and then discussed during the remaining portion of the session.

- **Poster Discussions:** Present your project, instructional approach, or work-in-progress highlighting key aspects of your work focused on teaching practice or the SoTL. Presenters are encouraged to display their poster (print or electronic) throughout the day and will have the opportunity for discussion during the scheduled poster session. Additional items (such as props, visual aids, laptop) is the responsibility of the presenter.

Key Dates

Key Date	Action
Early proposals	
Friday, December 1, 2023	Early proposal submission deadline
Friday, December 15, 2023	Notification of early proposal decision emailed
Regular proposals	
Wednesday, December 13, 2023	Regular proposal submissions deadline
Wednesday, January 10, 2024	Notification of regular proposal decision emailed
Wednesday, January 17, 2024	Intent to present form deadline
Wednesday, January 24, 2024	Final abstract submission (as applicable)
Tuesday, February 13, 2024	Upload presentation file
Wednesday, February 14, 2024	Present during the scheduled time at the symposium

Proposal Submission Instructions and Guidelines

Please submit your proposal via the T&L Symposium webpage. The following information is requested:

1. Name, department/affiliation, and email addresses for all presenters and co-presenters.
2. Title of presentation: Should be clearly connected to the proposed presentation content.
3. Keywords: Up to 4 words or phrases.
4. Type of work: Teaching Practice or SoTL/scholarly inquiry of student success.
5. Presentation format preference: Choose between a Standard, Lightning, or Poster Presentation Please note that the Symposium Committee will consider the distribution of topics and may suggest applicants to select a different presentation format based on scheduling.
6. IRB acknowledgement: If you plan to present human subject data (such as findings on student learning or results/examples of systematic data collection), this might require Institutional Review Board approval. If IRB approval will not be obtained by the time of presentation, your presentation can focus on reflections, lessons learned, and connections to the literature.
7. Audience engagement: Describe how you plan to engage the audience for the selected session format.
8. **For SoTL Abstracts** – Prepare an abstract of the proposed presentation (up to 500 words total). The abstract should highlight how your proposed presentation relates to student learning or academic success. It also should describe why the work is relevant, what was done, and the takeaways/lessons learned. The abstract includes:

   - Research Question and Context: Identify the goal, problem/issue, or research question addressed and how it relates to student learning or academic success. Provide context, such as the course, student context, and/or setting, along with the intended student outcomes or project goals. Describe the instructional strategy or innovation implemented.

- Grounding: Provide grounding in the relevant evidence and/or literature (such as research and learning theories) in teaching, learning, and student success. Please contact CETL if you would like assistance.
- Approach/Methods: Describe the research methodology and how the instructional strategy or intervention was implemented and explored.
- Discussion/Lessons Learned: This section should address the following questions: How did the implemented strategy impact student learning or academic success? What are the findings related to student learning and success or your teaching practice? What were the unexpected outcomes and lessons learned? How might others apply, adapt, or extend what you have done to address student learning or academic success in their teaching practice?
- References: Provide key citations relevant to your work. These are not included in the word count.

9. **For Teaching Practice Abstracts** – Prepare an abstract of the proposed presentation (up to 500 words total). The abstract should highlight how your proposed presentation relates to student learning or academic success, along with lessons learned or challenges. The abstract includes:
   - Description of the Teaching Practice & Relevance: Describe the teaching and learning focus of the presentation, such as the student learning issue, goal of the teaching strategy or curricular innovation, or work in progress. This could include a student engagement activity, innovative instructional strategy, or curricular improvement. The abstract also should articulate why the topic is relevant and how the issue or strategy impacts student learning or success.
   - Presentation Purpose & Takeaways: Describe the purpose of the presentation. For example, what are the intended takeaways and lessons learned for the participants? Or what feedback are you seeking (for works in progress)?
   - Resources/references: Provide recommended resources or references relevant to the proposed session. These are not included in the word count.

To view examples of past abstracts, please visit the T&L Symposia abstract repository at USI's SOAR.

Review Criteria for Proposals

Each submission will be double-blind reviewed by at least two peers using the appropriate evaluation rubric based on type of work (below).

About the Symposium

Please visit T&L Symposium webpage for additional information and updates.

The eighth Celebration of Teaching & Learning Symposium is sponsored by the Center for Excellence in Teaching & Learning (CETL), in collaboration with the Provost's Office, David L. Rice Library, and Online Learning at the University of Southern Indiana. The Symposia series is part of CETL's goal to "Make Teaching and Learning Visible."

Questions?

Please contact Amy Chan Hilton at cetl@usi.edu or 812.461.5476.

Review Rubric for SoTL Presentation Proposals

Component	Meets	Somewhat Meets	Does Not Meet
Research question	The research question is well developed, and clearly relevant to student learning or success.	The research question is somewhat developed and relevant to student learning or success.	The research question is not clear or relevant to student learning or success.
Context	Context is clearly described, specific, and relevant.	Context is partially described and relevant.	Context is vague, not provided, or not relevant.
Grounding	The research is clearly grounded in relevant scholarly literature or evidence.	The research is partially grounded in relevant scholarly literature or evidence.	No references or evidence are included.
Approach	The research methodology is clearly described and appropriate.	The research methodology is somewhat clear and appropriate.	The research methodology is not described and/or not appropriate.
Discussion	The discussion clearly addresses how the strategy affects student learning or success.	Discussion is somewhat clear; partially addresses student learning or success	Student learning or success is not discussed.
Professionalism & Mechanics	The abstract is written professionally using clear grammar, spelling, and mechanics.	Written somewhat professionally, with some grammar or spelling errors.	Not written professionally, with detracting grammar and spelling errors.
Audience Engagement	Describes a clear plan to engage the audience that is aligned with the presentation format.	Limited engagement is described and is somewhat aligned with the format.	No plans for engagement are described.

Review Rubric for Teaching Practice Presentation Proposals

Component	Meets	Somewhat Meets	Does Not Meet
Topic	Topic/practice is clearly stated.	Topic/practice is partially clearly stated.	Topic/practice is not clear.
Relevance	Topic relevance to student learning or success is clearly explained.	Topic relevance to student learning or success is partially explained.	Topic relevant to student learning or success is not clear.
Purpose	The purpose of the presentation is clearly described.	The purpose of the presentation is partially articulated.	The purpose of the presentation is not clear.
Takeaways	The intended takeaways and lessons learned are clearly described.	The intended takeaways and lessons learned are partially articulated.	The intended takeaways and lessons learned are not clear.
Professionalism & Mechanics	The abstract is written professionally using clear grammar, spelling, and mechanics.	Written somewhat professionally, with some grammar or spelling errors.	Not written professionally, with detracting grammar and spelling errors.
Audience Engagement	Describes a clear plan to engage the audience that is aligned with the presentation format.	Limited engagement is described that is somewhat aligned with the format.	No plans for engagement are described.