7TH CELEBRATION OF TEACHING & LEARNING SYMPOSIUM
Thursday, February 16, 2023

CALL FOR PRESENTATION PROPOSALS

You are invited to submit proposals for the seventh annual Celebration of Teaching & Learning Symposium, hosted on-campus at the University of Southern Indiana. The Symposium **welcomes works focusing on improving student learning, academic success, and curriculum** in higher education. Benefits 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 as framed as either:

- **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.

- **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.

Presenters should engage the audience and model effective teaching practices. Presentations that focus on any topic related to teaching and learning are welcomed, such as (but not limited to) 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);
- 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.

Key Dates

- **Friday, December 16, 2022: Proposal submissions due** (deadline extended)
- Wednesday, January 11, 2023: Notification of proposal decision emailed
- Friday, January 20, 2022: Confirmation of intent to present due
- Friday, January 27, 2022: Revised abstract submission due
- Wednesday, February 15, 2023: Upload presentation files
- Thursday, February 16, 2023: Present during the scheduled time at the Symposium

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

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

- **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 will be grouped together in a session, presented back-to-back, and theSn discussed during the remaining portion of the session.
- **Poster Presentations:** 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 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.

Proposal Submission Instructions and Guidelines

Please submit your proposal at www.usi.edu/cetl. 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 audience for the selected session format.
8. **For SoTL Abstracts** – Prepare an abstract of the proposed presentation (300-500 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 (50-75 words suggested): 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 (50-100 words suggested): 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 (50-100 words suggested): Describe the research methodology and how the instructional strategy or intervention was implemented and explored.
   - Discussion/Lessons Learned (100-150 words suggested): 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 (200-300 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:

- Relevance (150-200 words suggested): 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 should articulate why the topic is relevant and how the issue or strategy impacts student learning or success.

- Presentation Purpose & Takeaways (50-100 words suggested): 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 TL Symposium webpage for additional information and updates.

The seventh Celebration of Teaching & Learning Symposium is sponsored by the Center for Excellence in Teaching & Learning (CETL), in collaboration with the Provost's Office, Online Learning, and David L. Rice Library 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.

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 to 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 that is somewhat aligned with the format.	No plans for engagement are described.

Rubric for Teaching Practice Presentation Proposals

Component	Meets	Somewhat Meets	Does Not Meet
Topic & Relevance	Topic is clearly stated, and the relevance of the topic to student learning or success is clearly explained.	Topic is somewhat clearly stated, and its relevance to student learning or success is partially explained.	Topic is not clear or is not relevant to student learning or success.
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.