

2018 CELEBRATION OF TEACHING & LEARNING SYMPOSIUM

CALL FOR ABSTRACTS

Symposium Date: January 25, 2018

You are invited to share your teaching efforts that aim to improve student learning at the 2018 Celebration of Teaching & Learning Symposium held at the University of Southern Indiana. ***The Symposium welcomes works of all types that focus on improving student learning and academic success in any setting.*** These include the implementation and adaptation of effective evidence-based instructional strategies, the development of innovations in teaching and learning, and the results of scholarship of teaching and learning (SoTL) and educational research. Works that describe the implementation of best practices and works in progress are also welcomed.

The Symposium will provide you with opportunities to engage with participants across disciplines and areas of work. Sessions will include both oral and poster presentations.

Key Dates

- Abstract submissions by **Wednesday, November 22, 2017**
- Notification of abstract status by Wednesday, December 13, 2017
- Confirmation of intent to present by Monday, December 18, 2017
- Symposium on Thursday, January 25, 2018

Abstract Submission Guidelines

The abstract should highlight how your proposed presentation relates to student learning. The following information must be included in your abstract submission. Please see the abstract template at www.usi.edu/cetl or the Teaching & Learning Symposium Blackboard site.

1. Name, department/affiliation, and email addresses for all co-authors
2. Title of presentation
3. Presentation format first preference: Oral presentation (10-12 minutes), poster presentation (with an optional demonstration table), or either. Please note that the Symposium Committee will consider the distribution of topics to recommend the format.
4. Focus area (select 1 or more): Which aspect of student learning and/or student-focused teaching practices
 - Improving student engagement and motivation;
 - Learning in specific settings or contexts (e.g., online, hybrid, laboratory, clinical, large classes);
 - Fostering inclusion and supporting diversity (for example, focus on specific groups of learners, such as first-year, graduate, non-traditional, or underrepresented minority students, or students with disabilities, and/or diversity of ideas and perspectives).
5. Brief abstract (250-400 words) that addresses the following components:
 - Focus/Problem statement: Identify the issue/problem or research question addressed and how it relates to student learning.
 - Context: Identify the course, student context, setting, and targeted learning outcomes.

- **Approach:** Describe the instructional strategy or innovation, scholarship of teaching and learning (SoTL) project, or educational research study. It also is important to provide grounding in the relevant evidence or literature (e.g., data, research, and/or learning theories); please contact CETL if you would like assistance with this. Include some information on the implementation (in the case of adaptations, implementations, and innovations) or methodology (in the case of SoTL or educational research).
- **Reflection/Discussion:** What did you learn from the experience or findings with regard to student learning or your teaching practice? Were there any unexpected outcomes? How did the implemented strategy or innovation impact student learning? How can others apply, adapt, or extend what you have done to address student learning in their classes?

Submission Instructions

To submit your abstract, please “Enroll” in the USI Blackboard organization site “Teaching and Learning Symposium 2018.”

1. In Blackboard, go to the “My Organizations” tab. Enter “symposium” in the organization search box in the upper left.
2. Hover the mouse pointer over the “CETLSymposium2018” organization ID and select “Enroll” from the drop-down menu.
3. Follow the “Abstract Submissions” link.

For authors who do not have USI Blackboard access, please email your abstract, using the [Abstract Template](#), to cetl@usi.edu with the subject line “Symposium abstract” by the deadline.

Abstract Review Rubric

Component	2 = Excellent	1 = Good	0 = Needs improvement
Focus/problem statement	The issue or goal is well developed and relevant to student learning.	The issue or goal is mostly focused and relevant to student learning.	The issue or goal is not focused or relevant to student learning.
Context	Context is clearly described and relevant.	Context is mostly understandable and relevant.	Context is vague or not provided and not relevant.
Approach	The instructional strategy or methodology and grounding in evidence are clearly described and appropriate.	The instructional strategy or methodology and grounding in evidence are mostly clear and mostly appropriate.	The instructional strategy or methodology and grounding in evidence are not described and not appropriate.
Reflection or discussion	The reflection is clearly described and addresses student learning.	The discussion is mostly clear & addresses student learning.	Student learning is not discussed.
Clarity, spelling, grammar	Easy to read with little to no grammar, spelling errors.	Mostly understandable, with minor grammar, spelling errors.	Difficult to read with detracting grammar, spelling errors.

Additional Information

Please visit www.usi.edu/cetl or Blackboard for additional information. The 2018 Celebration of Teaching & Learning Symposium is sponsored by the USI Center for Excellence in Teaching & Learning (CETL). Co-sponsors include the Office of the Provost, Online Learning, Office of Sponsored Research & Project Administration, Information Technology, and the Rice Library.

Contact Us

Please email cetl@usi.edu or call 812.461.5476 if you have questions regarding the Symposium.