2019 CELEBRATION OF TEACHING & LEARNING SYMPOSIUM
CALL FOR PROPOSAL ABSTRACTS

Symposium Date: Wednesday, February 6, 2019

You are invited to submit proposals for the 3rd Celebration of Teaching & Learning Symposium, held at the University of Southern Indiana. The Symposium *welcomes works focusing on improving student learning and academic success* in any setting in a higher education context. These works include the implementation and adaptation of effective evidence-based instructional approaches, development of innovations in teaching and learning, and results of scholarship of teaching and learning (SoTL). We also welcome works in progress. Focus include:

- Improving student engagement and motivation to support learning,
- Learning in specific settings or contexts (such as face-to-face, online, hybrid, laboratory, clinical, or large class settings or within disciplines), and
- Fostering inclusivity and civility, which may focus on specific groups of learners (such as first-year, graduate, non-traditional, and/or underserved students, or students with disabilities).

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

Key Dates
- Abstract submission deadline: **Monday, November 26, 2018**
- Notification of abstract status: Friday, December 14, 2018
- Confirmation of intent to present: Thursday, December 20, 2018
- Symposium: Wednesday, February 6, 2019

Proposal Abstract Submission Guidelines
The abstract should highlight how your proposed presentation relates to student learning. The following information must be included in your submission.

1. Name, department/affiliation, and email addresses for all authors and co-authors
2. Title of presentation
3. Presentation format preference: Oral presentation (10-12 minutes), poster presentation (with options for a demonstration table or digital poster format), or either. Please note that the Symposium Committee will consider the distribution of topics to recommend the format.
4. Keywords (up to 4 phrases)
5. Abstract of the proposed presentation (300-400 words total). The abstract should describe why the work is relevant, what was done, and the takeaways. It includes these components:
   - Topic/Problem statement (50-75 words suggested): Identify the issue/problem or hypothesis/research question addressed and how it relates to student learning.
   - Context (50-75 words suggested): Identify the course, student context, and/or setting, along with the intended student outcomes.

- Approach (100-125 words suggested): Describe the instructional strategy or innovation implemented or scholarship of teaching and learning (SoTL) project. It also is important to provide grounding in the relevant literature (such as evidence, research, and/or learning theories); please contact CETL if you would like assistance with this. Include some information on the implementation (for adaptation, implementation, and/or innovation activities) or methodology (for SoTL projects).
- Reflection/Discussion (100-125 words suggested): How did the implemented strategy or innovation impact student learning? What did you learn from the experience, or what are the findings with regard to student learning or your teaching practice? Were there any unexpected outcomes? How might others apply, adapt, or extend what you have done to address student learning in their classes?
- References (recommended): Not included in the word count.

Submission Instructions

Please submit the abstract for your proposal by the due date at www.usi.edu/cetl .

Proposal Abstract Review Rubric

Each submission will be double-blind peer reviewed using the following evaluation rubric.

Component	2 = Excellent	1 = Good	0 = Needs improvement
Goal or 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 clear or relevant to student learning.
Context	Context is clearly described, specific, and relevant.	Context is mostly understandable and relevant.	Context is vague or not provided and not relevant.
Approach	The instructional strategy or methodology is clearly described and appropriate.	The instructional practice or methodology is mostly clear and appropriate.	The instructional practice or methodology is not described and not appropriate.
Reflection or discussion	The reflection is clear and addresses student learning.	The discussion is mostly clear & addresses student learning.	Student learning is not discussed.
Clarity, spelling, grammar	Easy to understand with little to no grammar & spelling errors.	Mostly clear, with minor grammar & spelling errors.	Difficult to read, with detracting grammar & spelling errors.

Additional Information

Please visit www.usi.edu/cetl for additional information regarding the Symposium, along with abstracts from past Symposia.

The 3rd Celebration of Teaching & Learning Symposium is sponsored by the Center for Excellence in Teaching & Learning (CETL), in partnership with the Office of the Provost, Online Learning, Office of Sponsored Research & Project Administration, Information Technology, and the Rice Library at the University of Southern Indiana.

Contact Us

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