UNIVERSITY OF
SOUTHERN INDIANA®
Center for Excellence in Teaching & Learning

2020 CELEBRATION OF TEACHING & LEARNING SYMPOSIUM
Wednesday, February 5, 2020

CALL FOR PROPOSALS

You are invited to submit proposals for the fourth annual Celebration of Teaching & Learning Symposium, held at the University of Southern Indiana. The Symposium **welcomes works focusing on improving student learning, academic success, and curriculum** in higher education. It provides opportunities to share teaching and learning efforts as one of three types of works:

- Reflective Teaching: The use of multiple perspectives to enhance one's teaching practice and impact on student learning and success through self-reflection and the lenses of the students, colleagues, and the literature on teaching and learning.
- Scholarly Teaching: The implementation and adaptation of effective evidence-based instructional strategies or the development of innovations in teaching and learning that is informed by the literature and includes critical reflection. Scholarly teaching includes reflection to make improvements and get a sense of the impact of teaching strategies on student learning and success.
- Scholarship of Teaching and Learning (SoTL): The systematic inquiry of student learning that can improve 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 inquiry of student academic success and learning analytics. Works in progress are welcomed.

Presentation topics may focus on improving student learning and success by facilitating student engagement and motivation; learning in specific contexts (such as face-to-face, online, hybrid, laboratory, or clinical environments, or within disciplines); fostering inclusivity and civility and may focus on specific groups of learners (such as first-year, graduate, non-traditional, and/or underserved students, or students with disabilities), or academic success at the course, program, or university level.

About the Symposium
The Symposium will provide you with opportunities to engage with other participants across disciplines and areas of work. Benefits include share your work, spark new ideas, get feedback on your work, make your scholarship visible, and initiate or strengthen connections. The session formats are:

- Oral presentations: 10- to 12-minute presentations with time for questions and discussion.
- Poster presentations: printed poster, demonstration table, and/or digital poster formats.

Key Dates
- Informational sessions/webinars: Monday, November 4 and Tuesday, November 5
- **Proposal submission deadline: Monday, December 2, 2019**
- Notification of abstract status: Friday, December 13, 2019
- Confirmation of intent to present: Friday, December 20, 2019
- Revised abstract submission deadline: Friday, January 10, 2020

Proposal Submission Instructions and Guidelines
Please submit your proposal at www.usi.edu/cetl. The following must be included in your submission:
1. Name, department/affiliation, and email addresses for all authors and co-authors.
2. Title of presentation: Should be clearly connected to the proposed presentation and its content.
3. Presentation format preference: Oral presentation (10-12 minutes), poster presentation (or demonstration table), or either. Please note that the Symposium Committee will consider the distribution of topics to recommend the format.
4. Type of Work: Reflective teaching, scholarly teaching, or SoTL/scholarly inquiry of student success.

Updated 11.12.19

5. IRB Status (if applicable): Pending, approved, or not applicable. If you plan to present human subject data (such as findings on student learning or results 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.

6. Keywords: up to 4 words or phrases.

7. 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 describes why the work is relevant, what was done, and the takeaways/lessons learned. The abstract includes:

   - Topic/Problem statement (50-75 words suggested): Identify the goal, problem/issue, or research question addressed and how it relates to student learning or academic success.
   - Context (50-75 words suggested): Identify the course, student context, and/or setting, along with the intended student outcomes or project goals.
   - Grounding (50-100 words suggested): Provide grounding in the relevant evidence (such as self-reflection and student feedback) and/or literature (such as research and learning theories) in teaching, learning, and student success. Please see Resources or contact CETL if you would like assistance.
   - Approach (50-100 words suggested): Describe the instructional strategy or innovation implemented and include information on the implementation (for reflective or scholarly teaching works). SoTL/inquiry projects also should describe the research methodology.
   - Reflection/Discussion/Lessons Learned (100-150 words suggested): How did the implemented strategy impact student learning or academic success? What did you learn from the experience, or 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.

Review Criteria for Proposals

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

Component	Excellent	Good	Needs improvement
Goal or research question	The goal or research question is well developed, and clearly relevant to student learning or success.	The goal or research question is mostly focused and relevant to student learning or success.	The goal or research question is not clear or relevant to student learning or success.
Context	Context is clearly described, specific, and relevant.	Context is mostly understandable and relevant.	Context is vague, not provided or not relevant.
Grounding	References or evidence are clearly described & appropriately connected.	References or evidence is generally described.	No references or evidence are included.
Approach	The instructional strategy or research methodology is clearly described and appropriate.	The instructional strategy or research methodology is mostly clear and appropriate.	The instructional strategy or research methodology is not described and/or not appropriate.
Reflection or discussion	The discussion is informative and addresses student learning or success.	Discussion is mostly clear; relates to student learning or success	Student learning or success is not discussed.
Clarity	Easy to understand with little to no grammar and spelling errors.	Mostly clear, with minor grammar and spelling errors.	Difficult to read with detracting grammar and spelling errors.

Additional Information

Please visit www.usi.edu/cetl for additional information about the Symposium and to view abstracts from past Symposia. The fourth Celebration of Teaching & Learning Symposium is sponsored by the Center for Excellence in Teaching & Learning, in partnership with the Provost's Office, Online Learning, David L. Rice Library, Office of Sponsored Research & Project Administration, and Office of Planning & Research Administration at the University of Southern Indiana. Questions? Please contact Amy Chan Hilton at cetl@usi.edu or 812.461.5476 and plan to attend one of the Informational Session/Webinar on November 4 or 5.

Updated 11.12.19