

CELEBRATION OF TEACHING & LEARNING SYMPOSIUM: PROPOSAL PREPARATION

WEDNESDAY, FEBRUARY 5, 2020 AT THE UNIVERSITY OF SOUTHERN INDIANA

WWW.USI.EDU/CETL | QUESTIONS? PLEASE CONTACT CETL@USI.EDU



ABOUT THE SYMPOSIUM

- ▶ The Symposium invites works focusing on improving student learning, academic success, and curriculum in higher education.

YOU'RE INVITED TO SUBMIT PROPOSALS!

- ▶ Types of works:
 - ▶ Reflective Teaching
 - ▶ Scholarly Teaching
 - ▶ Scholarship of Teaching & Learning (SoTL)
- ▶ Presentation formats:
 - ▶ Oral presentations: 10-12 minute presentations with time for questions and discussion
 - ▶ Poster presentations: printed or digital poster and/or demonstration table

PRESENTATION TOPICS

- ▶ 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
 - ▶ May focus on specific groups of learners (such as first-year, graduate, non-traditional, and/or underserved students, or students with disabilities)
- ▶ Academic success at the course, program, or university level

WHY PARTICIPATE?

- ▶ Share your efforts in supporting student learning and success and advancing one's teaching practice.
- ▶ Gain knowledge of evidence-based strategies and technologies that support student learning and success across settings and disciplines.
- ▶ Foster reflection on your teaching practice, including improving and measuring student learning.

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TYPES OF WORKS

- ▶ **Reflective Teaching:** Using *multiple perspectives* to enhance one's teaching practice and impact on student learning and success, including 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*. Includes reflection to make improvements and get a sense of the impact of teaching strategies on student learning and success.

TYPES OF WORKS

- ▶ **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.
 - ▶ Includes the scholarly inquiry of student academic success and learning analytics.
 - ▶ Works in progress are welcomed.

KEY DATES

- ▶ Wed., November 27 Proposal submissions due
- ▶ Friday, December 13 Notification of proposal status
- ▶ Friday, December 20 Authors confirm intent to present
- ▶ Friday, January 10 Revised abstracts due
- ▶ Friday, January 17 Symposium program available
- ▶ Tuesday, February 4 Upload presentation files
- ▶ Wed., February 5 T&L Symposium at USI

PROPOSAL PREPARATION - BASICS

- ▶ Please submit your proposal at www.usi.edu/cetl
- ▶ Presentation information:
 - ▶ Authors' information
 - ▶ Title of presentation
 - ▶ Presentation format preference
 - ▶ Type of work
 - ▶ IRB status
 - ▶ Keywords

Please see the
[Call for Proposals](#)
for the review rubric

PROPOSAL PREPARATION - ABSTRACT

- ▶ Highlight how your proposed presentation relates to student learning or academic success. Also describe why the work is relevant, what was done, and the takeaways/lessons learned.
 - ▶ Topic/problem statement
 - ▶ Context
 - ▶ Grounding
 - ▶ Approach
 - ▶ Reflection/discussion/lessons learned
 - ▶ References

300-500 words total

PROPOSAL PREPARATION - ABSTRACT

- ▶ **Topic/problem statement:** Identify the goal, problem/issue, or research question addressed and how it relates to student learning or academic success
- ▶ **Context:** Identify the course, student context, and/or setting, along with the intended student outcomes or project goals.

PROPOSAL PREPARATION - ABSTRACT

- ▶ **Grounding:** 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. *See Resources slide.*
- ▶ **Approach:** 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.

PROPOSAL PREPARATION - ABSTRACT

- ▶ **Reflection/discussion/lessons learned:**
 - ▶ How did the implemented strategy impact student learning or 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:** Key relevant citations; not included in the word count.

TO LEARN MORE

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RESOURCES

- ▶ The Reflective Teacher, Temple University teaching.temple.edu/edvice/reflective-teacher
- ▶ Reflective Teaching, Yale University poorvucenter.yale.edu/ReflectiveTeaching
- ▶ Definitions of Reflection, Vancouver Islands University ciel.viu.ca/scholarly-teaching-practice/recognition-achievements-teaching-and-learning-program/teaching-portfolios/definitions-reflection
- ▶ Reflecting on Teaching, Kennesaw State University cetl.kennesaw.edu/reflecting-teaching
- ▶ Engaging in Reflective and Scholarly Teaching, Kennesaw State University cetl.kennesaw.edu/engaging-reflective-and-scholarly-teaching
- ▶ Scholarly Teaching, University of Portland www.up.edu/tl/scholarly-teaching/index.html
- ▶ SoTL vs. Scholarly Teaching, Elon University www.centerforengagedlearning.org/studying-engaged-learning/sotl-vs-scholarly-teaching/
- ▶ A Scholarly Approach to Teaching, Vanderbilt University my.vanderbilt.edu/sotl/understanding-sotl/a-scholarly-approach-to-teaching/