

6TH CELEBRATION OF TEACHING & LEARNING SYMPOSIUM

Virtual Event on Thursday, February 10, 2022

CALL FOR PROPOSALS

You are invited to submit proposals for the sixth annual Celebration of Teaching & Learning Symposium, hosted virtually by 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 two types of works:

- **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.

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, clinical, or studio environments, or within disciplines); curricular improvements; or fostering diversity, inclusion, equity, and civility. They may focus also on specific groups of learners (such as first-year, graduate, non-traditional, minoritized, and/or marginalized students, or students with disabilities), or academic success at the course or program level. Presentations that focus on lessons learned from adaptations and issues related to teaching and learning during the COVID-19 pandemic are welcomed.

Key Dates

- **Wednesday, December 8, 2021: Proposal submissions due**
- Tuesday, December 21, 2021: Notification of proposal decision emailed
- Monday, January 10, 2022: Confirmation of intent to present due
- Tuesday, January 25, 2022: Revised abstract submission due
- Wednesday, February 9, 2022: Upload presentation files
- Thursday, February 10, 2022: Present at the assigned time during the symposium

About the Symposium and Session Formats

The virtual Symposium will provide you with opportunities to engage with other participants across disciplines and areas of work. Benefits include the opportunity to share your work, spark new ideas, get feedback on your work, 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](#)). The session formats are:

- **SoTL Presentations:** Prepare a 15-minute presentation and include time for questions and discussion during a 20-minute session. (For SoTL works only).
- **Lightning Presentations:** Provide a brief (5-6 minutes) presentation or demonstration with up to 4 slides. Examples include a short demonstration of an instructional activity, highlights of a student engagement or instructional innovation, or sharing of a SoTL work in progress. Multiple lightning presentations will be grouped together in a session, presented sequentially, and then discussed during the remaining portion of the session. (For Teaching Practice or SoTL topics)

Available Presentation Sessions by Type of Work

SoTL	Teaching Practice
SoTL Presentation (20 min)	Lightning Presentation (5-6 min) & Discussion
Lightning Presentation (5-6 min) & Discussion	

Proposal Submission Instructions and Guidelines

Please submit your proposal at www.usi.edu/cetl. The following will be requested:

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 content.
3. Type of work: Teaching Practice or SoTL/scholarly inquiry of student success.
4. Presentation format preference: For SoTL proposals, choose between an Oral Presentation or Lighting Presentation. For Teaching Practice proposals, choose Lightning Presentation. Please note that the Symposium Committee will consider the distribution of topics and may suggest applicants to select a different presentation format/type based on scheduling.
5. IRB acknowledgement: 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. **For SoTL Presentation proposals** - 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 see [SoTL Resources](#) or 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.
8. **For Lightning Presentation Proposals** - 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 focus of the lightning 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 or curricular strategy, or SoTL work in progress. 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 lightning 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 Symposia abstract repository at USI [SOAR](#).

Review Criteria for Proposals

Each submission will be double-blind reviewed by at least two peers using the appropriate evaluation rubric (below).

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 focused 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 somewhat understandable and relevant.	Context is vague, not provided, or not relevant.
Grounding	References or evidence are clearly described and appropriately connected.	References or evidence is generally described.	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 is informative and addresses student learning or success.	Discussion is somewhat clear; partially relates to student learning or success	Student learning or success is not discussed.
Clarity	Easy to understand with few or no grammar and spelling errors.	Somewhat clear, with minor grammar and spelling errors.	Difficult to read with detracting grammar and spelling errors.

Rubric for Lightning Presentation Proposals

Component	Meets	Somewhat Meets	Does Not Meet
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 lightning presentation is clearly described.	The purpose of the lightning presentation is partially articulated.	The purpose of the lightning 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.
Clarity	Easy to understand with very few or no grammar and spelling errors.	Mostly clear, with minor grammar and spelling errors.	Difficult to read with detracting grammar and spelling errors.