

Call for Proposals
2007 Conference of the International Society for the Scholarship of Teaching and Learning
2 - 5 July 2007
Sydney, Australia
<http://www.indiana.edu/~issotl07/>

The Conferences of the International Society for the Scholarship of Teaching and Learning aim to provide opportunities for an emerging community of international scholars - practitioners, developers, researchers - to engage in global conversations about their scholarly inquiries in disciplinary teaching and learning.

As the conference moves to Australia, new opportunities arise to locate our learning within a range of dimensions - global and national; local and Indigenous; within and across disciplines. We hope to foster dialogue between individuals and institutions located in the south, north, west and east in ways that will broaden perspectives and promote integrative understandings of our scholarship.

The conference will feature pre-conference workshops facilitated by leading scholars in the field; distinguished international keynote speakers; individual and panel presentations; poster presentations and working sessions.

The sparkling and vibrant city of Sydney, Australia will provide the setting for the 2007 conference, which will be hosted by the University of New South Wales and co-hosted by the University of Sydney.

2007 Conference Theme: *Locating Learning: Integrative Dimensions of the Scholarship of Teaching and Learning*

The theme of the 2007 ISSOTL conference invites participants to examine learning across a range of dimensions and their integration, as represented in the diagram. The three main conference threads are **Perspectives**, **Pathways**, and **Change** – depicted in the intersecting circles. The three threads will provide opportunities for us to discover new contexts for locating learning. Travelling via these threads to arrive at a common ground will foster intellectually and culturally inclusive scholarship, and generate widening perspectives.



In inviting scholars across the world to share the results of their inquiries in student learning, we will be guided by the high standards for scholarly work developed by the many colleagues who have pioneered the SoTL field. We hope that the 2007 conference will take the Scholarship of Teaching and Learning to new heights of recognised excellence.

Threads

1. Perspectives

We bring multiple points of view to our understanding of the Scholarship of Teaching and Learning, derived from our diverse contexts, experiences and underpinning values and beliefs. This thread aims to make explicit these perspectives to broaden our understandings of the Scholarship of Teaching and Learning:

- How geographical, demographic, historical and cultural contexts and imperatives influence learning and teaching
- How Indigenous perspectives of knowledge, learning and teaching contribute to understandings of SoTL
- Disciplinary and trans-disciplinary perspectives on learning and SoTL
- Understanding how differences are constructed; how they intersect; and how they matter to our understandings of SoTL
- Critical perspectives on SoTL

2. Pathways

The Scholarship of Teaching and Learning is traversed through multiple routes – formal or informal, individual or institutional, active pursuit or incidental, from within or outside our disciplines. This thread aims to explore the many pathways to understanding and practising SoTL.

- How SoTL can influence institutional, state and national policies and how policies in turn impact on SoTL
- Building disciplinary, cross-disciplinary, and international communities to develop SoTL
- Students as scholars: curricula designed for inquiry
- Developing scholarly teachers and teaching: the role of academic/faculty development
- Turning innovation and reflection into scholarship: where, how and for whom to disseminate and/or publish our scholarly practice

3. Change

This thread explores the ways the Scholarship of Teaching and Learning might help to change understandings of knowledge and learning; the impact of such change on students, academics and institutions; what constitutes evidence of change; and what factors determine the extent and lasting impact of change:

- International, national and institutional leadership roles and strategies for fostering SoTL
- How do shifting student (and teacher) demographics and identities influence understandings of learning and teaching?
- The role of SoTL in facilitating the learning and success of traditionally underperforming groups
- Evaluating change: what constitutes real evidence of change in the classroom
- Developing global citizens: SoTL for a changing world
- The politics of teaching and learning: new imperatives and accountabilities

Proposal Formats

We strongly recommend that you type your text in a word processor first to check for spelling and grammatical errors, and then 'copy and paste' into the text boxes on the online form.

Word limits for online submission forms:

Proposal summaries: 75 words

Proposal abstracts: 250 words

Proposal text for audience engagement: 50 words

Deadline for online submission (deadlines will be strictly enforced):

Tuesday January 6, 2007 (Sydney time = UTC/GMT + 11 hours)

[World Time Zones](#)

Types of Presentations

Presentation and Dialogue:

Single presentations will present work in the Scholarship of Teaching and Learning as a means for engaging in dialogue with conference participants. Each presentation will have a maximum of 20 minutes. The programme committee will group single presentations into sessions of 2 with a total presentation time (including questions and discussion) of 60 minutes; or sessions of 3 with a total time of 90 minutes. There will be a designated facilitator/chair.

Submissions must include the following components:

- Summary
- Abstract
- Audience engagement

Panel and Dialogue:

Organised panel sessions will consist of 2 or 3 presenters. Proposals for organised panels should be submitted by the panel Organiser and must include an abstract for each presentation. One of the presenters may serve as the Organiser. Panel abstracts will be evaluated for each individual and for the panel as a whole. Each presenter will have a maximum of 20 minutes. The total presentation time for a panel of 2 presenters is 60 minutes; for a panel of 3 presenters, 90 minutes. The Organiser or an additional person should be designated to serve as the facilitator/chair for the panel.

Submissions must include the following:

On behalf of the panel:

- Name of Organiser
- Name of facilitator/chair (if different from the Organiser)
- Summary
- Abstract
- Audience engagement

Each individual panel participant:

- Abstract

Workshop/Working Session:

A workshop of 90 minutes long focuses on interactive development and exploration of ideas (rather than on presentations). The proposal should identify the workshop “leader” and where appropriate, co-facilitator(s) (maximum 3 presenters in total). It is expected that workshops should ensure active participation and engagement by the audience.

Submissions must include the following:

- Name of Leader
- Names of co-facilitators (where applicable)
- Summary
- Abstract
- Audience engagement

Poster:

A designated session will enable poster presenters to share their scholarly work in person. The poster session allows a more interactive forum for communication and collaborative discussion. The poster presenter must be present during the period assigned for discussion.

All poster presenters will also be requested to submit an e-poster summary of their poster prior to the conference to highlight their work. This additional format will provide opportunities for more interaction and visibility prior to, during, and following the conference. Poster presenters do not need any programming or computer expertise; you will be provided with a pre-made [KEEPToolkit](#) template to use (you may create your own template using the KEEPToolkit if you wish to do so).

Submissions must include the following components:

- Summary
- Abstract

Criteria for Proposals

The criteria by which all proposals will be assessed are below as a way of guiding the development of your submission. The criteria draw on feedback from the 2005 ISSOTL conference report, and from criteria used by the [International Journal for the Scholarship of Teaching & Learning](#), the [MountainRise journal](#), and the [Carnegie Academy for the Scholarship of Teaching and Learning](#).

1. Goals and Preparation
2. Methods
3. Outcomes
4. Reflective Critique
5. Audience Engagement

In the proposal submitted:

1. Goals and Preparation

- Are the goals of your inquiry clear?
- Have you identified an important question(s) in the field?
- Have you demonstrated an awareness of existing scholarship in the field?

2. Methods

- Have you selected/developed methods appropriate to your goals?

3. Outcomes

- Have you demonstrated how your work has contributed to an understanding of, or practice in, the field?
- Does the work suggest the potential for opening up additional areas for further investigation?

4. Reflective Critique

- Have you offered a critical evaluation of your work?

5. Audience Engagement

- Will there be opportunities for active audience engagement throughout your session?
- Have you considered how your audience might achieve some key learning outcomes?

Each proposal will be reviewed by three international scholars. The proposals will be rated as one of the following: Accept; Accept with minor revisions; Reject. Where only minor revisions are required, you will have the opportunity to revise and resubmit. The committee's decision will be final.

For further information, please contact Kathy Takayama, 2007 ISSOTL Chair, at ISSOTL2007@unsw.edu.au