issotl 13

international society
for the scholarship of
teaching & learning

October 2 – 5, 2013
Raleigh Convention Center
North Carolina

Critical Transitions in Teaching and Learning

Call for Proposals

We invite you to submit an abstract for presentation at the 10th annual International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference. The 2013 ISSOTL Conference in Raleigh, North Carolina, United States, October 2 – 5, 2013, focuses on *Critical Transitions in Teaching and Learning*. International scholars and educators will meet to share recent work and to discuss how our collective efforts will transform the future of higher education. Proposals are due March 18, 2013.

Abstract submission dates:

Submissions accepted: **January 25-March 18, 2013**
Online submission form available at http://www.issotl13.com beginning January 25, 2013.
Notification of acceptance: **May 15, 2013**
Participation confirmation due from all presenters: **June 17, 2013**

Conference Organizers:

ISSOTL 2013 is hosted by the Center for Engaged Learning at Elon University
Peter Felten, Elon University, pfelten@elon.edu
Jessie L. Moore, Elon University, jmoore28@elon.edu
Conference Consultant: Heidi Ihrig, ISSOTL13@elon.edu

Convened in a city known for its beautiful public parks and thriving cultural life, the conference will feature workshops facilitated by leading scholars in the field, distinguished international plenary speakers (including Lee Shulman, President Emeritus of the Carnegie Foundation for the Advancement of Teaching), panel presentations, individual paper and poster presentations, and ISSOTL's signature Conference Commons for informal idea-sharing and networking. Please join us!

In addition to the energizing sessions in Raleigh, watch for information about ISSOTL Online 2013, a free online seminar scheduled for the weeks leading up to the conference. ISSOTL Online 2013 begins September 9, 2013, and continues through September 28, 2013.

2013 Conference Theme: Critical Transitions in Teaching and Learning

At many institutions and in higher education globally, scholarly inquiry into teaching and learning is transitioning from isolated practice to systematic research, from peripheral projects to institutional integration, from the margins of disciplines and campuses toward positions of leadership. A growing number of faculty and academic staff are moving from "amateurs in the operating" room to disciplined scholars of student learning. In some places, practices are shifting from focusing on students as subjects to students as partners in inquiries. At the same time, SOTL is forging and deepening connections with institutional assessment, academic/faculty development, and emerging educational technologies. The 2013 conference theme challenges presenters and practitioners to explore how we navigate these transitional moments and build these collaborations while maintaining SOTL's inclusive and multidisciplinary foundations. By focusing on transitions, we hope the conference will consider not just individual SOTL projects but also larger, field-building questions such as whether SOTL can (and should) thrive in the liminal spaces between traditional higher education organizing structures.

Conference Tracks

This theme encompasses several conference tracks, including:

- Inquiry into teaching practices
- Inquiry into student learning
- Theories and practices of SOTL
- Student roles in and perspectives on SOTL
- Disciplinary approaches to teaching, learning and SOTL
- New and diverse contexts for SOTL
- Leadership, academic development and SOTL
- SOTL and institutional cultures
- Assessment, accountability, and SOTL
- Emerging technologies and SOTL
- SOTL and the changing landscape of higher education

Conference sessions will be organized by the conference tracks to aid attendees in making informed decisions about which to attend. During the electronic submission process, proposal authors will be asked to identify the track most relevant for their session.

We also encourage student participation at ISSOTL 2013. Proposals that include or feature students' perspectives on any track are welcomed.

Presentation Formats

Panels

Panel sessions are particularly appropriate for topics that benefit from multiple perspectives, including disciplinary, institutional, and national perspectives. The goal for panel presentations is to provide panelists and audience members the opportunity to exchange insights, engage in discussion, and learn from each other's research and experiences. Panels representing two or more countries are especially sought.

Panels:
- feature two to four presenters;
- may be organized, proposed, and chaired by one of the presenters or by someone not presenting; and
- will last 60 or 90 minutes, and include at least 20 minutes for discussion.

Panel proposals should be submitted by the panel organizer and must include the following:
- presenters' names, institutional affiliations, and contact information
- a designation of the session chair (one of the presenters or an additional person)
- the title of the panel as a whole
- an abstract of the panel as a whole (between 750 and 1,000 words) that:
  - includes a description of the panel as a whole and/or the individual presentations (and titles) within the panel;
  - addresses one or more of the conference tracks; and
  - indicates the literatures, methods, evidence, and conclusions involved.

Papers

We invite proposals for single paper presentations on conference tracks, especially papers on completed SOTL projects. The goals of these papers are to share knowledge and to encourage critical dialogue among conference participants.

Individual paper presentations:
- last a maximum of 30 minutes each, <u>including</u> time for questions and discussion; and
- will be grouped into sessions of two or three, with a total time of 60 (2 presenters) or 90 minutes (3 presenters).

The organization of each presentation should allow adequate time for discussion. The final presenter in the session will serve as chair.

Paper proposals should include the following:
- the presenter's name, institutional affiliation, and contact information;
- the title of the paper; and
- an abstract (up to 500 words) that
  - addresses one or more of the conference tracks, and
  - indicates the literatures, methods, evidence, and conclusions involved.

Workshops

Concurrent session workshops offer an opportunity for hands-on work on a SOTL question, topic, or research method. A limited number of these 90-minute workshop slots are available during the conference, and we hope these will provide a highly interactive alternative to presentations and papers, demonstrating effective practices in both SOTL and pedagogy.

Concurrent session workshop proposals should include the following:
- the names of the workshop facilitators, their institutional affiliations, and contact information;
- a title of the workshop; and

- an abstract (between 500 and 750 words) that includes
    - the significance of the workshop topic,
    - the facilitators' relevant experience for this workshop,
    - the learning goals and outcomes for the workshop,
    - plans for participants' engagement throughout the workshop, and
    - the literatures, methods, and evidence that serve as the foundation for the workshop.

Posters

Poster presentations have become a central component of ISSOTL conferences, and the 2013 conference will showcase posters in a space that allows a large number of participants to engage with each poster presenter. We therefore especially invite proposals for posters that take up important and timely topics related to the conference tracks.

Poster presentations are particularly useful for presenting emerging work and preliminary attempts at SOTL, but may also be an excellent means of engaging in detailed dialogue about completed projects. ISSOTL will provide the backing boards and other materials for displaying the posters.

Posters:
- Will be displayed during the conference, and featured during a poster session and reception. At least one author will be required to 'attend' the poster session in order to present and discuss the work with other conference delegates.
- Should not exceed 72 inches wide by 42 inches tall. Additional practical details for poster presenters will be posted on this site (at: [embed link]) by August 2013.
- Will be included in an electronic archive that will be available from the conference website after the event. This electronic 'poster gallery' will enable conference delegates and others to return to and continue conversations about the posters well after the conference is over. Further information and technical requirements for this electronic poster archive will be made available to accepted poster presenters in August 2013.

Poster proposals should include the following:
- the names of the poster presenters, their institutional affiliations, and contact information;
- the title of the poster; and
- an abstract (up to 500 words) that includes
    - the focus of the inquiry or program,
    - the way(s) in which it contributes to current SOTL conversations,
    - the poster's connections to the conference theme and/or tracks, and
    - the literatures, methods, evidence, and conclusions involved.

Pre-Conference Workshops

Pre-conference workshops are interactive sessions (not presentations) that teach, develop, and explore questions, literatures, methods, theories, possibilities, and solutions. Pre-conference workshops may or may not address the conference theme. Creative and unconventional workshop proposals are encouraged.

Pre-conference workshops will be 3 or 6 hours in length, and will occur on Wednesday, October 2.

Preconference workshop proposals should include the following:
- the names of the workshop facilitator(s), their institutional affiliations, and contact information;
- the title of the workshop;
- the preferred length of the workshop: 3 hours or 6 hours; and
- an abstract (between 750 and 1,000 words) that includes
  - the significance of the workshop topic,
  - the facilitators' relevant experience for this workshop,
  - the learning goals and outcomes for the workshop,
  - plans for the interactive and creative use of the workshop time, and
  - the literatures, methods, and evidence that serve as the foundation for the workshop.

Considerations for Review of Proposals

Each proposal will be reviewed by three reviewers from different countries, wherever possible. Proposals will be given one of the following ratings: Accept, Accept with minor revisions, or Decline. Where only minor revisions are required, you will have the opportunity to revise and promptly resubmit. The reviewers' decision will be final.

Reviewers will use the following questions to guide their review of proposals:

1. *Questions and Rationale*
   What important question(s) related to SOTL, the conference theme, and/or the conference tracks do you identify?
   How do you demonstrate an understanding of the SOTL issues and existing scholarship in the field?

2. *Theory/Methods/Framework/Models*
   What theories/methods/frameworks/models are you using, and why?

3. *Outcomes*
   What evidence and/or findings do you report?
   How does your work contribute to the understanding or practice of SOTL?

4. *Reflective Critique*
   What critical/reflective evaluation of your work do you offer?

5. *Audience Engagement (not for posters)*
   What opportunities do you plan for active audience engagement throughout your session?

All proposals must be in accordance with local policies for research involving human subjects.

To submit your proposal, please complete the online submission form (available January 25) linked from http://www.issotl13.com. Proposals are due March 18, 2013. We look forward to seeing you in Raleigh in October 2013!