

MINI WORKSHOP (40 or 90 minutes):

These sessions are presenter-led opportunities for attending faculty to create materials or brainstorm ideas (presenter provides a brief pedagogy explanation or example/case study followed by a presenter-facilitated opportunity for attendees to practice and/or create a product or example they could use in their own courses). Proposals that include more involved topic demonstrations (e.g., role playing scenarios, curricula development) would also be appropriate for this type of session. Frequent, meaningful interaction with the audience and/or between participants is expected for these sessions; participants should leave with a plan for how to implement new ideas into their teaching.

Proposal submissions include:

1. Session Title (10 word max)
2. Session Description (500 word limit)
 - A. TEACHING CHALLENGE: Describe the teaching/learning challenge or issue your activity addresses to better support students and learning. (2-5 sentences)
 - B. SOLUTION STRATEGY: Describe the strategy/approach/resource you are sharing that addresses that challenge. (5-10 sentences)
 - C. CONTEXT/EVIDENCE: Describe the context you have used your strategy in and the teaching principles or literature that inform your session content. (2-5 sentences)
 - D. FORMAT: Describe the “lesson plan” for the session—what participants will be doing during the session to learn the strategy/approach/resource described above. (1-3 sentences)
 - E. TAKE AWAYS/ADAPTATION: Describe what faculty from a range of disciplines will know or be able to do in their own courses after attending your session. Explain how instructors will be able to adapt your strategy/resource to teaching in a different discipline. Please frame as “Participants will be able to...” (1-4 sentences)
3. Presenter Information (for each presenter)
 - First name
 - Last name
 - Email
 - College/School/Office
 - Department/Program
 - Position Title
 - Biosketch
 - Are you a past award teaching award winner?
 - (optional): Orcid ID
4. Preferred session time length: 40 minutes only, 90 minutes only, or either

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PANEL / ROUNDTABLE DISCUSSION (40 or 90 minutes):

These sessions are interactive conversational spaces centered on a specific topic in which the participant reflection and conversation is facilitated by a moderator (you). The discussion could be kicked off by an individual or a panel of selected speakers posing questions, giving their brief opening remarks on the subject, or sharing how they manage a particular aspect of their teaching practice. Think of these as open dialogue strategy-sharing sessions. NOTE: If you would like to propose a lightning talk/roundtable session with a confirmed lightning talk presenter line up, this would be the session type you would select.

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TRADITIONAL PRESENTATION (15 minutes):

In response to participant feedback, we want to limit the number of sessions that take this more passive format, but we recognize that in some cases this may be the most efficient way to share project insights. These sessions are best suited for very focused presentations on implementing specific pedagogical or programmatic strategies. Think of these as show-and-tell “how-to” sessions (e.g., how to partner with Mason offices to create an entrepreneurial class assignment), though we encourage you to think of how moving some details to a handout or web resource could help you create opportunities for active audience participation. Each presentation will be 10 minutes, followed by 5 minutes for Q & A.

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 - B. SOLUTION STRATEGY: Describe the strategy/approach/resource you are sharing that addresses that challenge. (5-10 sentences)
 - C. CONTEXT/EVIDENCE: Describe the context you have used your strategy in and the teaching principles or literature that inform your session content. (2-5 sentences)
 - D. FORMAT: Describe the “lesson plan” for the session—walk a participant through the parts of the presentation agenda or key “how to” parts of your presentation. (2-3 sentences)
 - E. TAKE AWAYS/ADAPTATION: Describe what faculty from a range of disciplines will know or be able to do in their own courses after attending your session. Explain how instructors will be able to adapt your strategy/resource to teaching in a different discipline. Please frame as “Participants will be able to...” (1-4 sentences)
3. Presenter Information (for each presenter)
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4. Preferred session time length: 15 minutes only

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TEACHING ACTIVITY SHOWCASE (15 minutes):

These sessions primarily consist of a 5-minute explanation or demonstration of a successful in-class activity, followed by 5 minutes explaining how faculty in other disciplines could use the activity in their own classes, followed by 5 minutes for Q & A. We encourage showcases that are an active experience for participants (e.g. something that audience members participate in “as students”) or include a video, slide show, or live demonstration of students performing the activity. You may want to create a one page summary handout or provide copies of the activity for attendees. We are happy to post digital copies of any relevant handouts on the conference proceedings if submitted at least 3 weeks in advance of the conference. We are currently seeking examples of active-learning-classroom tasks, grading rubrics (for writing assignments, reports, oral presentations, discussion boards, etc.), pre-first day student surveys, mid-semester student surveys, writing assignments, student-team contracts, learning tutorials, example homework assignments, support for critical reading or inquiry tasks, directions for class activities like jigsaws and think-pair-share, tip-sheets for lab assistants or online/hybrid teachers, resource lists for students or new faculty, etc.

Proposal submissions include:

1. Session Title (10 word max)
2. Session Description (500 word limit)
 - A. TEACHING CHALLENGE: Describe the teaching/learning challenge or issue your activity addresses to better support students and learning. (2-5 sentences)
 - B. SOLUTION STRATEGY: Describe the activity you are sharing that addresses that challenge. (5-10 sentences)
 - C. CONTEXT/EVIDENCE: Describe the context you have used your strategy in (discipline, course, with undergrads, grads, majors, non-majors, etc.) and the teaching principles or literature that inform your session content. (2-5 sentences)
 - D. WHY IT WORKS: Explain why you like this activity/find it helpful in your teaching practice. Describe what students like about or find helpful about this activity. (1-3 sentences)
 - E. TAKE AWAYS/ADAPTATION: Describe what faculty from a range of disciplines will know or be able to do in their own courses after attending your session. Explain how instructors will be able to adapt your strategy/resource to teaching in a different discipline. Please frame as “Participants will be able to...” (1-4 sentences)
3. Presenter Information (for each presenter)
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4. Preferred session time length: 15 minutes only

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Scholarship of Teaching & Learning (SoTL) LIGHTNING TALK:

This is a 5 minute presentation about your SoTL/DBER study—it's a bit of fun competition to see who can rise to this "elevator pitch" presentation style and finish before the 5- minute bell signal. The Stearns Center will organize a series of these talks into a single session. After everyone has presented (45 minutes), then the session will shift into a panel discussion in which presenters will answer questions from the attendees. The session will last for 90 minutes.

Proposal submissions include:

1. SoTL/DBER Project Title (10 word max)
2. Project Description (500 word limit)
 - A. RESEARCH QUESTION(S)/HYPOTHESES: Describe the teaching/learning challenge or issue your project addresses or seeks to answer/test to better support students and learning. (2-5 sentences)
 - B. STUDY SETTING: Describe the strategy/approach/resource you are sharing that addresses that challenge. (2-3 sentences)
 - C. THEORETICAL FRAMEWORK: Describe the teaching principles, educational frameworks, disciplinary principles, or literature that inform your research project. (2-3 sentences)
 - D. RESEARCH METHODS: Describe the context you have used your strategy in and the teaching principles or literature that inform your session content. (2-5 sentences)
 - E. RESULTS: Describe the "lesson plan" for the session—walk a participant through the parts of the presentation agenda or key "how to" parts of your presentation. (2-3 sentences)
 - F. TAKE AWAYS/LESSONS LEARNED: Describe what instructors from a range of disciplines will know or be able to do in their own courses after learning about your results or your approach to studying one's teaching practices. Explain how researchers could be able to adapt your study to analyze teaching in a different discipline. (1-4 sentences)
 - G. HUMAN SUBJECTS/IRB: As this work will be shared at the conference and published in the conference proceedings, we want to be sure that appropriate measures have been taken to protect human subjects. Please indicate the project's status with regards to human subjects research (submitted to IRB and approved or determined to be _____). More information can be found here and you can always confirm with IRB that you are ok to share the results of this project in a public forum: <https://rdia.gmu.edu/topics-of-interest/human-or-animal-subjects/human-subjects/faqs-on-human-subjects-in-research/>
3. Presenter Information (for each presenter)
 - First name
 - Last name
 - Email
 - College/School/Office
 - Department/Program
 - Position Title
 - Biosketch
 - Are you a past award teaching award winner?
 - (optional): Orcid ID
4. Preferred session time length: 5 minutes lightning talk in 90 minute roundtable session only, 5 minute lightning talk AND poster

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POSTER—DBER/SoTL RESULTS:

This is a poster in which you present teaching and learning related research and any implications for teaching.

Proposal submissions include:

1. SoTL/DBER Project Title (10 word max)
2. Project Description (500 word limit)
 - A. RESEARCH QUESTION(S)/HYPOTHESES: Describe the teaching/learning challenge or issue your project addresses or seeks to answer/test to better support students and learning. (2-5 sentences)
 - B. STUDY SETTING: Describe the strategy/approach/resource you are sharing that addresses that challenge. (2-3 sentences)
 - C. THEORETICAL FRAMEWORK: Describe the teaching principles, educational frameworks, disciplinary principles, or literature that inform your research project. (2-3 sentences)
 - D. RESEARCH METHODS: Describe the context you have used your strategy in and the teaching principles or literature that inform your session content. (2-5 sentences)
 - E. RESULTS: Describe the “lesson plan” for the session—walk a participant through the parts of the presentation agenda or key “how to” parts of your presentation. (2-3 sentences)
 - F. TAKE AWAYS/LESSONS LEARNED: Describe what instructors from a range of disciplines will know or be able to do in their own courses after learning about your results or your approach to studying one’s teaching practices. Explain how researchers could be able to adapt your study to analyze teaching in a different discipline. (1-4 sentences)
 - G. HUMAN SUBJECTS/IRB: As this work will be shared at the conference and published in the conference proceedings, we want to be sure that appropriate measures have been taken to protect human subjects. Please indicate the project’s status with regards to human subjects research (submitted to IRB and approved or determined to be _____). More information can be found here and you can always confirm with IRB that you are ok to share the results of this project in a public forum: <https://rdia.gmu.edu/topics-of-interest/human-or-animal-subjects/human-subjects/faqs-on-human-subjects-in-research/>
3. Presenter Information (for each presenter)
 - First name
 - Last name
 - Email
 - College/School/Office
 - Department/Program
 - Position Title
 - Biosketch
 - Are you a past award teaching award winner?
 - (optional): Orcid ID
4. Preferred session time length: 90 Minute Poster Session Group A: 4:15-4:45pm; 90 Minute Poster Session Group B: 4:45-5:15pm; Either

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POSTER—CURRICULUM DEVELOPMENT PROCESS:

This poster is an outline your curriculum development process (what and how you changed your curriculum) or map out a new course or program curriculum as a case study/model for attendees. This is a great category for showcasing how face-to-face courses can be redesigned into hybrid or online modalities or how research/scholarship activities can transform the student experience in a course (e.g., OSCAR curriculum grants).

Poster Proposal submissions include:

1. Session Title (10 word max)
2. Poster Description (500 word limit)
 - A. CURRICULUM: Describe the curriculum being showcased and its context for its development to better support students and learning. (2-5 sentences)
 - B. CONTEXT/APPROACH: Describe the context for the curriculum (discipline, course structure or course sequence structure, target population—undergrads, grads, majors, non-majors, etc.) and the teaching principles or literature that inform your curricular choices. (5-10 sentences)
 - C. WHY IT WORKS: Explain why you like this curriculum/find it helpful as an instructor. Describe what students like about or find helpful about this curriculum. (2-5 sentences)
 - D. CHALLENGES/LESSONS LEARNED: Describe any challenges you faced in developing and/or implementing the curriculum. (2-5 sentences)
 - E. TAKE AWAYS/ADAPTATION: Describe what faculty from a range of disciplines will know or be able to do in their own courses/curriculum after learning about your curriculum or curriculum development process. Explain how instructors will be able to adapt your wisdom to teaching in a different discipline. (1-4 sentences)
3. Presenter Information (for each presenter)
 - First name
 - Last name
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 - Department/Program
 - Position Title
 - Biosketch
 - Are you a past award teaching award winner?
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POSTER—MASON RESOURCE OR SERVICE FOR INSTRUCTORS:

This is a poster in which the presenter showcases a resource or service for instructors at Mason (e.g., One Button Studio, Writing Retreats, peer observation and mentoring programs, Career Influencers Network training, etc.). This is great for academic support offices trying to get the word out about resources for faculty and students.

Proposal submissions include:

1. Session Title (10 word max)
2. Session Description (500 word limit)
 - A. **TEACHING CHALLENGE:** Describe the teaching/learning challenge or issue your resource/service addresses to better support students and learning at Mason. (2-5 sentences)
 - B. **SOLUTION STRATEGY:** Describe the resource/services you are sharing that addresses that challenge. (5-10 sentences)
 - C. **WHY IT WORKS/TAKE AWAYS/ADAPTATION:** Explain how this resource or service is helpful to instructors. Describe what students like about or find helpful when instructors leverage this resource or service. Describe what faculty from a range of disciplines will know or be able to do in their own courses after learning about your resource. Explain how instructors will be able to adapt your strategy/resource to teaching in a different discipline. (3-6 sentences)
 - D. **EXAMPLES/EVIDENCE:** Provide examples for the context your resource or service has been (or could be) used in different disciplines at Mason. It's helpful to also describe the teaching principles or literature that inform the benefits of your resource or service. (2-5 sentences)
 - E. **CONTACT INFORMATION:** Provide a "For more information, see (website, phone number, office location, etc.) for instructors to reach out to you.
3. Presenter Information (for each presenter)
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POSTER—OTHER:

This could include an activity/assignment showcase, etc.

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 - A. TEACHING CHALLENGE: Describe the teaching/learning challenge or issue your poster addresses to better support students and learning at Mason. (2-5 sentences)
 - B. SOLUTION STRATEGY: Describe the strategy, tactic, activity, etc. you are sharing that addresses that challenge. (5-10 sentences)
 - C. WHY IT WORKS/EVIDENCE: Explain how this strategy, tactic, activity, etc. is helpful to instructors. Describe what students like about or find helpful when instructors use it. It's helpful to also describe the teaching principles or literature that inform the benefits of your strategy, tactic, activity, etc. (3-6 sentences)
 - D. TAKE AWAYS/ADAPTATION: Describe what faculty from a range of disciplines will know or be able to do in their own courses after learning about your resource. Explain how instructors will be able to adapt your strategy/resource to teaching in a different discipline. (2-5 sentences)
 - E. Other?
3. Presenter Information (for each presenter)
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 - Biosketch
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