2021 Innovations in Teaching & Learning Conference

Sept. 20-24, 2021 (online)

**Speaker Nomination and Session Proposal Guide**

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| This document provides information about each session type and our new speaker nomination option, including:   * **Session descriptions** that tell you about the nature of each session type * **Submission templates**, a list of submission form questions for each submission type to help you gather the information you need in advance and to help you gauge the time you need to complete a submission * **Selection Criteria** that are used for selecting proposals * **Tips for successful submissions**   How to use this guide: We recommend using it as a Word Document to prepare your submission so you can copy/paste into the submission form, while saving a record for yourself at the same time. |

**Looking for advice on your proposal?** Want to talk with someone about your proposal ideas before you submit? Please contact the 2021 Conference Director, Laura Lukes, Ph.D. ([llukes@gmu.edu](mailto:llukes@gmu.edu)) or attend our special proposal preparation session at the Friday Faculty Write-In on February, 19, 2021—more details will be on the Stearns Center’s main page (<https://stearnscenter.gmu.edu>) soon.

**Submission Process Questions?**

Please visit our submission FAQ page (<https://stearnscenter.gmu.edu/programs/annual-conference-itl/request-for-proposals/itl-proposals-faq/>) or contact us at [stearns@gmu.edu](mailto:stearns@gmu.edu) with “ITL 2021-…” in the subject line. (We receive a high volume of emails and this will help us reply to your inquiry faster.)

**Overview of Session Types**

**Interactive Sessions via Zoom**

* Stearns Center Showcase Sessions—Nominate Yourself or a Colleague to be an Invited Speaker!
* Workshops (40 or 90 mins)
* Panels, Roundtables, or Lightning Talk Showcases (40 or 90 mins)
* Q&A with On Demand Presenters Sessions (30 mins; Optional for On Demand Presenters)

**On Demand Sessions (if selected, final objects due late august)**

* Teaching Artifact with Reflection or Annotation
* Video Presentation (15 min. max)
* Digital Poster Presentation
* Scholarship of Teaching and Learning (SoTL) Video Presentation (15 min. max)
* Scholarship of Teaching and Learning (SoTL) Digital Poster Presentation

**The Fine Print**

*Portions of the information provided in your submission will be used for the conference program and the Innovations in Teaching & Learning Conference Proceedings (ITLCP) electronic journal. Author is responsible for ensuring that session information and any supplementary materials submitted for posting follow copyright rules. If selected, your materials submitted here will be posted online and in print under the Creative Commons-BY Attribute 4.0 license. More information will be provided when proposal notifications go out. If you have questions related to copyright, please contact Mason Publishing Group at* [*publish@gmu.edu*](mailto:publish@gmu.edu)*.*

*If you are presenting any Scholarship of Teaching and Learning (SoTL) or Discipline-Based Education Research (DBER) work... your 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. More information can be found on the SoTL Collaboratory site (*[*https://sotl.gmu.edu*](https://sotl.gmu.edu)*) and you can always confirm with IRB that you are ok to share the results of this project in a public forum:* [*https://oria.gmu.edu/*](https://oria.gmu.edu/)*.*

**Proposal Selection Criteria**

*AUDIENCE: The topic is broad enough that folks from other disciplines, modalities (online, hybrid, face-to-face), or levels (graduate vs. undergraduate) will find the broader message helpful.*

*TOPIC: The topic is innovative for teaching and learning; reframes previous techniques/theories in a new or unifying way (such as best/evidence-based practices); or is a topic that is likely of interest of many instructors.*

*MASON FOCUSED: The proposal features resources unique to Mason or aligns with Mason-related signature learning themes (e.g., technology-enhanced teaching and learning, teaching in active learning classrooms, designing for engaged learning, strategies for working with international/multilingual students, inquiry and research-based courses, mentoring/advising, strategies for incorporating mindfulness/well-being into learning, writing across the curriculum, and experiential learning).*

*CONTEXT: Relevant context details are present (type of courses or discipline approach tried in; type of students: undergraduate, graduate, majors, non-majors, etc.; if a resource, indication of location/hours/contacts, etc.) and relevant teaching principles informing activity/strategy are indicated, or informing literature is cited.*

*INTERACTIVE EXPERIENCE (For interactive sessions only): Session, as described, will provide an interactive experience for participants with opportunities for participants to have at least two of these active types of interactions: participant-presenter; participant-content; participant-participant. Proposal describes specific activities that will engage participants beyond listening to speaker.*

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| **Nominate yourself (or a colleague) to be an invited speaker/panelist in Stearns Center Showcase Session** -Interactive Session via Zoom |
| ***New this year!*** We’re building on the success of our most successful sessions in an online environment last year by creating a selection of showcase sessions on the conferences most popular topics.Each of the Stearns Center Showcase sessions have a session convener who will organize the session and coordinate the speakers/panelists like yourself, who will start the session by sharing a few brief remarks or a lightning talk presentation (no longer than 5 minutes for each panelist/speaker).  Then the session will shift into a roundtable discussion guided by the convener, a breakout activity, or some combination.  Speakers are expected to interact with participants through the session activities.  Conveners will reach out to selected speakers with more session specifics.  Note: You do NOT need to prepare a title/abstract as a speaker/panelist.  However, if selected, you are encouraged and welcomed to later submit supplementary materials (e.g., syllabi, assignment directions, grading rubrics, activity description, list of top ten tips) to be published in the conference proceedings.  TIPS: You may nominate one individual for up to three session topics on one form, with an option to indicate other session topics you wish to also be considered for. You will need to submit separate forms if you are nominating more than one person.  \*Our popular **Scholarship of Teaching and Learning (SoTL) Showcase** can be found in this session type this year—you can nominate yourself to be a speaker in the showcase and submit your SoTL work as a digital poster or video |

Nomination form includes the following questions:

1. Please select the session you wish to be considered as a panelist/speaker for:
   * Strategies for Teaching with Writing Assignments
   * Managing Group Work Activities and Collaborative Student Projects
   * Embedding Experiential or Community-Engaged Learning Projects Into Your Courses
   * Class Activities and Teaching Strategies to Engage Students in Online or Blended Courses
   * Creating Community and a Sense of Belonging in Your Course
   * Pandemic Pedagogy Showcase: Lessons Learned
   * Incorporating Mindfulness and Well-Being Into Your Courses
   * Teaching Sensitive Topics and Managing Politically Charged Class Conversations
   * Teaching Transformation Talks: How Your Teaching Has Changed
   * Strategies for Non-Exam Assessments, Grading and Giving Feedback
   * Transparency in Your Course and Assignments: Making the “Hidden Curriculum” Visible
   * Mason’s Active Learning Classrooms and Online Teaching Technologies
   * Mason Instructor Resources Roadshow & Resource Fair
   * **Scholarship of Teaching and Learning (SoTL) Showcase\***
   * Documenting and Sharing Your Teaching by Creating Open Educational Resources (OER)
2. Please briefly describe the teaching strategies, activity/assignment, general tips, or experience that you plan to share as a panelist/speaker and in the roundtable discussion and how what you share can be used by instructors across disciplines. (Note: This will only be used to select speakers and will NOT be shared in the conference program or conference proceedings.)
3. Would you like to be considered for additional panels?
   1. Yes, I want to be considered as a speaker/panelist for more than one session and am willing to be a speaker/panelist for more than one if selected.
   2. Yes, I want to be considered for more than one session, but I only want to be a speaker for one session if selected.
   3. No, I only want to be considered for the session above.
4. [Repeat of Q2-3 if you answered yes]
5. Are there any other sessions you would consider being a speaker for (choose all that apply) Note: we may follow up with you for more information on what you would share if considered for one of these
6. Presenter Information (for each presenter)

• First name

• Last name

• Mason Email

• College/School/Office

• Department/Program

• Position Title

• Is presenter a past award teaching award winner?

• Biosketch  (250 words max) NOTE: This information will be shared with participants on the conference app and publicly through the conference proceedings open-access electronic journal next to your session information.

• (optional): Orcid ID

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\* If you are presenting SoTL work... 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. 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://oria.gmu.edu/>.

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| **INTERACTIVE SESSION VIA ZOOM**: WORKSHOP (40 or 90 minutes): |
| These Zoom meeting sessions are synchronous presenter-led opportunities for faculty to create materials, brainstorm ideas, or practice specific tools/techniques. The presenter or presenter team provides a brief pedagogy explanation or example/case study and follows with a presenter-facilitated opportunity for attendees to practice an approach 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 own teaching. |

Proposal submission form includes the following questions:

1. Sometimes in order to meet the needs of our community and maximize the opportunity for presenters and attendees, the review committee recommends a proposal for a different type of session than requested.
   1. Yes, I am willing to consider suggestion from the review committee.
   2. No, I am only willing to present in my requested format.
2. Preferred session time length: 40 minutes only, 90 minutes only, or either
3. Session Title (10 word max)
4. DETAILED SESSION DESCRIPTION FOR REVIEWERS & TO BE PUBLISHED IN CONFERENCE PROCEEDINGS:

Please provide:

* 1. the teaching challenge being addressed;
  2. describe the strategy/approach/resource you are sharing that addresses that challenge;
  3. describe what participants will be doing during the session to interact with the content and/or each other to learn the strategy/approach/resource; and
  4. list the key learning outcomes/take aways for instructors from across disciplines (500-word limit)

1. SUMMARY FOR CONFERENCE PROGRAM:   
   Tip: Effective summaries are brief statements (3-5 sentences) that "show" prospective attendees why they should come to your session.  Generally, they tell the attendees reading the program what topics will be covered, how it could connect to their/any discipline (or how it's going to help the teaching/student learning experiences in their courses), what they can expect to do during the session, and what they will leave the session with.
2. TAKE AWAY: What will faculty from a range of disciplines know or be able to do in their own courses after attending your session? (1-2 sentences; Please frame as, "Participants will be able to...")
3. EVIDENCE-BASED CONTEXT: What teaching principles or literature inform your session?   
   Note: If you are not certain, that's ok, please indicate that, we can help as you prepare your session if selected.
4. SELF-CHECK: Does your abstract meet the review criteria? (select all the criteria you feel this proposal meets)
5. Presenter Information (for each presenter)

• First name

• Last name

• Mason Email

• College/School/Office

• Department/Program

• Position Title

• Is presenter a past award teaching award winner?

• Biosketch  (250 words max) NOTE: This information will be shared with participants on the conference app and publicly through the conference proceedings open-access electronic journal next to your session information.

• (optional): Orcid ID

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| **INTERACTIVE SESSION VIA ZOOM**: PANEL / ROUNDTABLE DISCUSSION (40 or 90 minutes): |
| These Zoom meeting sessions are synchronous, yet interactive, conversational spaces centered on a specific topic in which the participant reflection and conversation is facilitated by the presenter-moderator. 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. If you have an idea for a roundtable but would like help recruiting diverse participants, the Stearns Center may be able to assist you. |

Proposal submissions include:

1. Preferred session time length: 40 minutes only, 90 minutes only, or either
2. Session Title (10 word max)
3. CONTEXT: Describe the teaching/learning challenge or issues your session addresses (1-2 sentences)
4. DETAILED SESSION DESCRIPTION FOR REVIEWERS & CONFERENCE PROCEEDINGS:

Please provide:

* 1. the teaching challenge being addressed;
  2. describe the strategy/approach/resource you are sharing that addresses that challenge;
  3. describe what participants will be doing during the session to interact with the content and/or each other to learn the strategy/approach/resource; and
  4. list the key learning outcomes/take aways for instructors from across disciplines (500-word limit)

1. CONTENT SUMMARY FOR CONFERENCE PROGRAM: Briefly describe the teaching/learning challenge or issue that your session addresses AND the strategy/approach/resource that you outlined above for use in the conference program (2-3 sentences; feel free to copy/paste portions from above).
2. TAKE AWAY: What will faculty from a range of disciplines know or be able to do in their own courses after attending your session? (1-2 sentences; Please frame as, "Participants will be able to...")
3. EVIDENCE-BASED CONTEXT: What teaching principles or literature inform your session?   
   Note: If you are not certain, that's ok, please indicate that, we can help as you prepare your session if selected.
4. SELF-CHECK: Does your abstract meet the review criteria? (select all the criteria you feel this proposal meets)
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| **ON DEMAND:** Teaching & Learning Artifact (assignment, syllabus, etc.) w/Reflection or Annotation |
| ***New this year!***The idea of sharing a teaching artifact is that you are sharing something that you use in your teaching or that your students use to learn AND you either annotate it or submit a separate reflection document/video in which you explain to other instructors why and how you use it (and any helpful hints or lessons learned). Items submitted to this category will be shared as part of the conference’s On Demand collection.    At this time, we are only asking you to submit a brief description of your artifact and how it can be if use to other instructors.  We will ask for the final version of your artifact and reflection in late August (if selected).  All On Demand presenters will also have the option to also participate in an “On Demand Collection” Q&A Zoom Session during the conference week, but this is not required. |

Proposal submissions include:

1. TYPE OF ARTIFACT: Choose the term that best describes your teaching artifact.
   1. Syllabus
   2. Assignment or Assessment (e.g., homework set, directions handout for class activity, test/quiz item, essay prompt, final project directions)
   3. Single Collaborative Activity Description
   4. Single Individual Student Activity Description
   5. Grading Rubric
   6. Class or Module "Lesson plan"
   7. Whole Course Outline or Curriculum Map
   8. Program Outline or Curriculum Map
   9. Self-Reflective Teaching Worksheet or Guiding Questions
   10. Copy of student work or class activity--NOTE: Author must have names/faces/identifiers removed or have written permission from student(s) to share through ITLCP publication
   11. Webpage link to teaching tool
   12. Other (please specify):
2. TITLE (Title of artifact with reflection or annotations)   
   *Tip: Effective titles include information about the nature of the activity or learning outcomes the artifact supports and how it can be useful to others.  The title may or may not explicitly say what the artifact is.  For example, "Gigapans in the classroom or online: A way to develop students' observation and inference skills and build community"*
3. DESCRIPTION SUMMARY   
   FOR REVIEWERS AND PUBLISHING IN CONFERENCE PROCEEDINGS  
   *Tip: Effective summaries elaborate on the title, explaining what the artifact is and providing more detailed information about the nature of the activity or learning outcomes the artifact supports.  They also explain why you are choosing to share it with other instructors and how it can be useful to others.*
4. TAKE AWAYS: What will faculty from a range of disciplines know or be able to apply in their own courses after engaging with your digital poster presentation?  
   *Tip: Please frame responses as "Participants will be able to..."*
5. Are you interested in also making your artifact available in the Open Education Resource Commons (see https://www.oercommons.org for more details--the Stearns Center is working on creating a Mason collection in the Commons and will be offering support to assist faculty interested in contributing).  NOTE: Your response to this question is NOT considered in the conference selection process.
   1. Yes
   2. Maybe/Not Sure
   3. No
6. SELF-CHECK: Does your abstract meet the review criteria? (Please check all criteria that you feel this proposal meets.)
7. Presenter Information (for each presenter)

• First name

• Last name

• Mason Email

• College/School/Office

• Department/Program

• Position Title

• Is presenter a past award teaching award winner?

• Biosketch  (250 words max) NOTE: This information will be shared with participants on the conference app and publicly through the conference proceedings open-access electronic journal next to your session information.

• (optional): Orcid ID

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| **ON DEMAND:** Video Presentation  (15 minutes max) |
| Items submitted to this category will be shared as part of the conference’s On Demand collection. These On Demand videos could:   * Describe a learning support activity you ask your students to do, * Demonstrate a tool you use to facilitate learning, * Describe a teaching strategy or approach to classroom management, * Explain how you have transformed an activity or course, * Describe your curriculum (re)design process, * Describe the types of instructional support resources available to instructors at Mason from your office or unit (e.g., Career Services, Writing Across the Curriculum), or * Something else? * [Please submit SoTL or DBER presentations via the SoTL Video Presentation Submission Form]   The idea is that they are a brief overview—you could record a traditional talk, record your screen walking viewers step-by-step through directions on how to do something, etc.  *Note: If your submission is selected, you are welcome to also submit supplementary materials (e.g., syllabi, assignment directions, grading rubrics, activity description, list of top ten tips) to be published in the conference proceedings along with your video. If selected, your final video file will be due late August.*  All On Demand presenters will also have the option to also participate in an “On Demand Collection” Q&A Zoom Session during the conference week, but this is not required.  \*If you are presenting SoTL work... 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. 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://oria.gmu.edu/> *.* |

Proposal submission form includes the following questions:

1. TITLE for your On Demand Video

*Tip: Successful titles capture the viewers attention by focusing on the solution or key take aways viewers will gain from watching the video. Example: 10 Phrases to Use in Class to Create a Supportive Learning Community*

1. ABSTRACT  
   FOR REVIEWERS TO CONSIDER & TO BE PUBLISHED IN CONFERENCE PROCEEDINGS

(250-word limit)   
*TIP: Successful abstracts articulate the teaching challenge(s) being addressed; the strategy/approach/resource/tool you are sharing that addresses that challenge;  and what instructors from across disciplines will learn or take away to apply to their own teaching contexts from watching your video.*

1. TAKE AWAYS: What will faculty from a range of disciplines know or be able to apply in their own courses after engaging with your digital poster presentation?  
   *Tip: Please frame responses as "Participants will be able to..."*
2. CONNECTION TO EVIDENCE-BASED PRACTICES: What teaching principles, educational frameworks, disciplinary principles, or literature inform your presentation? (If you are not certain, please indicate that, and we can help you strengthen this connection at a later date if selected.)
3. SELF-CHECK: Does your abstract meet the review criteria? (Please check all criteria that you feel this proposal meets.)
4. Presenter Information (for each presenter)

• First name

• Last name

• Mason Email

• College/School/Office

• Department/Program

• Position Title

• Is presenter a past award teaching award winner?

• Biosketch  (250 words max) NOTE: This information will be shared with participants on the conference app and publicly through the conference proceedings open-access electronic journal next to your session information.

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| **ON DEMAND**: Digital Poster Presentation |
| Items submitted to this category will be shared as part of the conference’s On Demand collection. These On Demand digital poster presentations could:   * Describe a learning support activity you ask your students to do, * Demonstrate a tool you use to facilitate learning, * Describe a teaching strategy or approach to classroom management, * Explain how you have transformed an activity or course, * Describe your curriculum (re)design process, * Describe the types of instructional support resources available to instructors at Mason from your office or unit (e.g., Career Services, Writing Across the Curriculum), * Describe your Scholarship of Teaching and Learning Project results, methods, or project design\*, or * Something else? * [Please submit SoTL or DBER presentations via the SoTL Digital Poster Presentation Submission Form]   Be creative with you design—feel free to create a traditional poster, an infographic, a hyperlinked PDF, etc.  *Note: If your submission is selected, you are welcome to also submit supplementary materials (e.g., syllabi, assignment directions, grading rubrics, activity description, list of top ten tips) to be published in the conference proceedings along with your video. If selected, your final digital poster and supplementary files will be due late August.*  All On Demand presenters will also have the option to also participate in an “On Demand Collection” Q&A Zoom Session during the conference week, but this is not required.  \* If you are presenting SoTL work... 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. 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://oria.gmu.edu/>. |

Proposal submission form includes the following questions:

1. TITLE for your Digital Poster

*Tip: Successful titles capture the viewers attention by focusing on the solution or key take aways viewers will gain from watching the video. Example: 10 Phrases to Use in Class to Create a Supportive Learning Community*

1. ABSTRACT  
   FOR REVIEWERS TO CONSIDER & TO BE PUBLISHED IN CONFERENCE PROCEEDINGS

(250-word limit)   
*TIP: Successful abstracts articulate the teaching challenge(s) being addressed; the strategy/approach/resource/tool you are sharing that addresses that challenge;  and what instructors from across disciplines will learn or take away to apply to their own teaching contexts from reviewing your materials.*

1. TAKE AWAYS: What will faculty from a range of disciplines know or be able to apply in their own courses after engaging with your digital poster presentation?  
   *Tip: Please frame responses as "Participants will be able to..."*
2. CONNECTION TO EVIDENCE-BASED PRACTICES: What teaching principles, educational frameworks, disciplinary principles, or literature inform your presentation? (If you are not certain, please indicate that, and we can help you strengthen this connection at a later date if selected.)
3. SELF-CHECK: Does your abstract meet the review criteria? (Please check all criteria that you feel this proposal meets.)
4. Presenter Information (for each presenter)

• First name

• Last name

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• Position Title

• Is presenter a past award teaching award winner?

• Biosketch  (250 words max) NOTE: This information will be shared with participants on the conference app and publicly through the conference proceedings open-access electronic journal next to your session information.

• (optional): Orcid ID

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| **ON DEMAND:** Scholarship of Teaching and Learning (SoTL)Video Presentation  (15 minutes max) |
| Items submitted to this category will be shared as part of the conference’s On Demand collection. These On Demand SoTL videos describe your Scholarship of Teaching and Learning Project (SoTL) results, methods, or project design, or some other aspect of your SoTL project  The idea is that they are a brief overview—you could record a traditional results-sharing talk, record your screen walking viewers step-by-step through directions on how to collect data on learning or student experience, etc.    *Note: If your submission is selected, you are welcome to also submit supplementary materials (e.g., survey instruments, interview protocols) to be published in the conference proceedings along with your video. If selected, your final video and supplementary files will be due late August.*  All On Demand presenters will also have the option to also participate in an “On Demand Collection” Q&A Zoom Session during the conference week, but this is not required.  \*If you are presenting SoTL work... 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. 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://oria.gmu.edu/> *.* |

Proposal submission form includes the following questions:

1. TITLE for your SoTL On Demand Video
2. ABSTRACT (250 words max)FOR REVIEWERS TO CONSIDER AND TO PUBLISH IN CONFERENCE PROCEEDINGS: Please describe your project (including: research question/hypothesis, study context/student population & course, methodological approach and methods, a summary of results, etc.
3. TAKE AWAYS: What will faculty from a range of disciplines know or be able to apply in their own courses after engaging with your digital poster presentation?  
   *Tip: Please frame responses as "Participants will be able to..."*
4. CONNECTION TO EVIDENCE-BASED PRACTICES: What teaching principles, educational frameworks, disciplinary principles, or literature inform your presentation? (If you are not certain, please indicate that, and we can help you strengthen this connection at a later date if selected.)
5. 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.  More information can be found here: <https://rdia.gmu.edu/topics-of-interest/human-or-animal-subjects/human-subjects/faqs-on-human-subjects-in-research/>
   1. Not considered research
   2. Determined by IRB to be exempt
   3. Approved by IRB
   4. Not sure
6. SELF-CHECK: Does your abstract meet the review criteria? (Please check all criteria that you feel this proposal meets.)
7. Presenter Information (for each presenter)

• First name

• Last name

• Mason Email

• College/School/Office

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• Position Title

• Is presenter a past award teaching award winner?

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| **ON DEMAND**: Scholarship of Teaching and Learning (SoTL)Digital Poster Presentation |
| Items submitted to this category will be shared as part of the conference’s On Demand collection.  These On Demand digital poster presentations should describe your Scholarship of Teaching and Learning Project results, methods, or project design, or some other aspect of your SoTL work  Be creative with you design—feel free to create a traditional poster, an infographic, a hyperlinked PDF, etc.  *Note: If your submission is selected, you are welcome to also submit supplementary materials (e.g., syllabi, assignment directions, grading rubrics, activity description, list of top ten tips) to be published in the conference proceedings along with your video. If selected, your final digital poster and supplementary files will be due late August.*  All On Demand presenters will also have the option to also participate in an “On Demand Collection” Q&A Zoom Session during the conference week, but this is not required.  \* If you are presenting SoTL work... 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. 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://oria.gmu.edu/>. |

Proposal submission form includes the following questions:

1. TITLE for your Digital Poster
2. ABSTRACT (250 words max)FOR REVIEWERS TO CONSIDER AND TO PUBLISH IN CONFERENCE PROCEEDINGS: Please describe your project (including: research question/hypothesis, study context/student population & course, methodological approach and methods, a summary of results, etc.
3. TAKE AWAYS: What will faculty from a range of disciplines know or be able to apply in their own courses after engaging with your digital poster presentation?  
   *Tip: Please frame responses as "Participants will be able to..."*
4. CONNECTION TO EVIDENCE-BASED PRACTICES: What teaching principles, educational frameworks, disciplinary principles, or literature inform your presentation? (If you are not certain, please indicate that, and we can help you strengthen this connection at a later date if selected.)
5. SELF-CHECK: Does your abstract meet the review criteria? (Please check all criteria that you feel this proposal meets.)
6. Presenter Information (for each presenter)

• First name

• Last name

• Mason Email

• College/School/Office

• Department/Program

• Position Title

• Is presenter a past award teaching award winner?

• Biosketch  (250 words max) NOTE: This information will be shared with participants on the conference app and publicly through the conference proceedings open-access electronic journal next to your session information.

• (optional): Orcid ID

*Note: The information provided on this page will be used for the program and the Innovations in Teaching & Learning Conference Proceedings (ITLCP) electronic journal. Please remove any personal identifiers. Author is responsible for ensuring that session information follows copyright rules. If selected, your materials submitted here will be posted online and in print under the Creative Commons-BY Attribute 4.0 license. More information will be provided when proposal notifications go out. If you have questions related to copyright, please contact Mason Publishing Group at* [*publish@gmu.edu*](mailto:publish@gmu.edu)*.*