16th Annual Innovations in Teaching and Learning Conference

Strategic Teaching

Session Proposal Guide

How To Use This Guide

We recommend that you use this document to prepare your proposal in a separate Word document. Once you complete your proposal, you can copy/paste the information from your Word document into the online submission form while saving a record for yourself at the same time. If you choose to propose more than one session or type of session, please complete a new proposal for each submission.

General Information

Conference Information

The 16th Annual Innovations in Teaching and Learning Conference will take place September 19-20, 2024. All Teaching Talks sessions will be virtual sessions on Zoom on September 19, 2024 (session times will be determined later). All Interactive Sessions will take place on campus in the Johnson Center on September 20, 2024, 9:00 a.m. – 4:00 p.m.

Copyright

The author is responsible for ensuring that the session information follows copyright rules. If your proposal is selected, your materials submitted here may 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.

Scholarship of Teaching and Learning (SoTL)

If you are presenting Scholarship of Teaching and Learning (SoTL) work, we want to be sure that appropriate measures have been taken to protect human subjects, as this work will be shared at the conference and published in the conference proceedings. More information can be found on the Office of Research Integrity and Assurance (ORIA) website. You should always confirm with IRB that you are permitted to share the results of this project in a public forum.

Overview of Session Types

This year's conference has three types of sessions. Interactive sessions are the longest sessions and take place on-campus. They allow presenters to display in-depth experience with teaching and learning. Teaching Talks, which are shorter sessions via Zoom, provide a chance for presenters to share strategies they use in class and their results. On Demand Resources let presenters share teaching artifacts and the reasons for their use in courses. Proposals for all sessions include an abstract and a description of additional criteria specific to each session.

Interactive Sessions
50-minute panel presentations (in-person)

Interactive Sessions allow presenters to actively engage participants as they share a teaching strategy, innovation, curricular initiative, technique, or tool. Facilitated by 1-3 presenters, these sessions feature interaction with attendees and provide takeaways that participants can use in their own teaching practice or curricular development.

Examples of interaction include:

- Pre-planned, guided discussion on a specific topic related to the session
- An activity where participants may practice a strategy or technique
- A brief writing activity where participants reflect on a topic related to the session

- An activity where participants collaborate to answer a question or apply a strategy or technique

Examples of takeaways include:

- Specific knowledge that participants may apply to their courses
- Specific skills that participants may apply to their courses
- New or relevant information that may guide course or curricular development
- Models for developing teaching-related research

Sample Interactive Session Proposal

Session Title: Undergraduate Research in Mason Core Courses

Abstract: This session reveals how instructors can incorporate undergraduate research into lower-level courses of Mason Core while meeting the student learning outcomes of the program. Undergraduate research is a high-impact practice, allowing students to actively engage with inquiry and share their results. The presentation will explain how instructors can focus on the unique needs of the first- and second-year students that populate these courses. It will explain how instructors can adapt their current cumulative assignments to feature opportunities for students to create research questions and gain skills in the processing of knowledge. This session would benefit any instructor teaching Mason Core courses in any discipline. Participants will learn how to use the Transparency in Teaching and Learning (TILT) framework to highlight the relevancy of research strategies for other courses and their lives beyond the university.

Engagement: This session will include a brief written activity, where participants will describe a current cumulative assignment, reconceptualize its purpose using the TILT framework, and receive feedback from other participants.

Teaching Talks
10-minute individual presentation (via Zoom)

Teaching Talks sessions allow individuals to share an aspect of their own teaching practice in a more concise format. In 10 minutes or less, participants present a teaching strategy, innovation, technique, or tool used in your course or SoTL research based on a course. Individual Teaching Talks will be grouped together in a 50-minute Teaching Talks session around a common theme. Stearns Center staff will facilitate engagement and manage the Q&A session. We encourage presenters to maximize their participation in ITL by submitting teaching materials referenced in this session as an On Demand Resource (see below).

Sample Teaching Talks Proposal

Title: Making Feedback Relevant for Students

Abstract: This presentation will share a strategy that increases student engagement with the feedback provided on assignments. This strategy involves incorporating the summarization of the feedback and an explanation of the acceptance (or rejection) of the suggestions provided in

the feedback into the assignment's grading criteria. This presentation will share how students react to the inclusion of this provision into assignments as well the impact of this provision on their performance on subsequent assignments. This presentation will benefit instructors who teach courses where the development of skills is central, including term faculty who often instruct these types of courses. From attending this presentation, participants will learn how to engage students in the revision process, which can result in improved student performance.

Pedagogy: Helping students use feedback is linked to my teaching goal of making my courses relevant to students. When students learn how to understand and use feedback, it helps them to develop the skill of making informed decisions about changes they make to their work. This will help them in subsequent courses as well as beyond their time in the university.

On Demand Resources
Asynchronous teaching resources (online repository)

On Demand Resources allow individuals to share teaching artifacts from their courses. These teaching artifacts include assignments, in-class activities, lecture notes/slide decks, syllabi, or other supplementary teaching materials plus a statement that provides context on their use, including how it is aligned with the course's student learning outcomes and how it relates to the student's life beyond the course. On Demand Resources will be showcased on the Stearns Center's website in the weeks prior to the conference and through Open Science Framework (OSF). Once uploaded, participants will be able to track engagement with their materials through download counts.

Sample On Demand Proposal

Title: Short Online Article Assignment

Abstract: This assignment sheet follows the TILT framework, describing the purpose of the assignment (and how it is related to student learning outcomes for the course), the tasks to accomplish the assignment, and the rubric used to grade the assignment. Part of the criteria for the rubric includes a revision report, where students explain how they will use feedback from the previous assignment. The assignment sheet provides details on the structure of the 500-word short article, and writing and digital elements, including the use of multimedia and hyperlinks. It also includes several examples that students can use for reference. It also details the criteria for the revision report, which includes how they receive feedback from their peers and how to give feedback to their peers. Finally, it describes how to submit the article once published on their own blog online.

Annotation/Reflection: This assignment is the second iteration of the online article. Students practice developing a thesis and evaluating potential sources for the article in a previous assignment. This assignment takes their learning one step further, by focusing on the strength of the argument and the use of evidence to support the argument. This assignment scaffolds instruction in argumentative writing and development of digital writing skills. I developed this assignment to help students develop their ability to evaluate sources and handle digital sources, which students will be able to use beyond my class.

ITL Tracks

Presenters will be asked to select a primary and secondary track during the submission process. These tracks help us organize the review process. In the final ITL program, participants can use these tracks to identify sessions of interest.

Track	Description
Inclusive Teaching	Includes DEI, accessibility, well-being, community, universal design for learning (UDL)
Online and Technology-Enhanced Teaching	Includes course design and strategies for teaching & facilitation in asynchronous and synchronous online instruction; AI and tools across all delivery formats; learning management systems; hybrid courses
Writing	Writing for learning and critical thinking, teaching, research and assessment of writing; development of writing curriculum; feedback and writing
Engaged Learning	Includes active and experiential learning; authentic assessment; student engagement; assignment design and high impact practices such as capstones, projects, internships, learning communities, community-based learning, undergraduate research
Scholarship of Teaching and Learning (SoTL)	Includes introduction to and getting started with scholarship of teaching and learning, showcase of projects, project planning

Proposal Selection Criteria

Your proposal will be reviewed using the following criteria. Each criterion will be ranked on a scale of 1-5 (1 being the lowest score and 5 being the highest). In addition, the reviewer will provide an overall recommendation for acceptance, to offer a different session option, or non-acceptance.

- Topic: The abstract describes the strategy, innovation, technique, tool, research question, or curricular initiative.
- Audience: The abstract describes the participants who would benefit the most from the session. Potential audiences include instructors from certain disciplines; those who teach in online, hybrid, or face-to-face modalities; those who teach graduate or undergraduate courses; or types of instructors such as adjunct, term, tenure-line, administrative or professional faculty, or staff.
- Takeaway: The abstract describes the knowledge or skills participants will learn from the session.
- Engagement (for Interactive Sessions only): The proposal describes a specific interactive activity that the presenter will include in the session beyond the question-and-answer period.
- Pedagogy (for Teaching Talks only): The proposal explains how the topic relates to the presenter's teaching practice and goals.
- Annotation/Reflection (for On Demand Resources only): The proposal explains the context and reasons for the use of the teaching artifact in class. This could include how it is aligned

with the course's student learning outcomes or how it relates to a student's life beyond the course.

Submission Guidelines
You will be asked to provide the following information in our online proposal form:

Presenter Information
Each submission is limited to a maximum of three presenters.

Lead Presenter Information: All correspondence regarding the proposal will be sent to this individual.

- First Name
- Last Name
- Mason Email (netid@gmu.edu)
- Primary School/College/Unit/Organization
- Department/Program
- Primary Employee Status
- Years of Teaching
- Is the lead presenter a past teaching award winner?

Session Type
- Interactive Session (50 minutes, on campus)
- Teaching Talk (10 minutes, via Zoom)
- On Demand Resources (online repository)

Interactive Session
Proposal Information

- **Session Title**: 10 words max
- **Short Session Title**: 5 words max
- **Abstract**: 250-word limit. This will appear in the online program and long print program, the Stearns Center website and the Innovations in Teaching and Learning Conference Proceedings (ITLCP) electronic journal.
    - Topic: Description of strategy, innovation, technique, tool, Scholarship of Teaching and Learning research question, or curricular initiative
    - Audience: Description of participants who would benefit most from the session (I.e. other disciplines, modalities (online, hybrid, face-to-face), levels (graduate, undergraduate), instructor type (adjunct, term or tenure-line, instructional, research or administrative/professional faculty, staff)
    - Takeaway: Description of what attendees will learn from the session

- **Engagement:** Describe the interactive activity you will include in the session in addition to the Q&A (I.e. guided discussion, opportunity for practice, reflection, or collaboration)
- **Copyright:** I understand that I am responsible for ensuring that the session information follows copyright rules and that selected proposals may be posted online and in print under the Creative Commons-BY Attribute 4.0 license. (clicky box)
- **SOTL**: I confirm that appropriate measures have been taken to protect human subjects in this Scholarship of Teaching and Learning (SoTL) work. I understand my SOTL work will be shared at the conference and published in the conference proceedings.
  - Yes
  - This submission does not involve Scholarship of Teaching and Learning (SoTL) work.
- **ITL Track First Choice**: Choose a track for your session. This helps us to organize proposal review and selection for the program.
  - Engaged Learning: Includes active and experiential learning, authentic assessment, student engagement, assignment design and high impact practices such as capstones, projects, internships, learning communities, community-based learning, undergraduate research
  - Inclusive Teaching: Includes diversity, equity and inclusion, accessibility, well-being, community, universal design for learning (UDL)
  - Online and Technology-Enhanced Teaching: Includes course design and strategies for teaching & facilitation in asynchronous and synchronous online instruction; generative AI and tools across all delivery formats; learning management systems; hybrid courses
  - Scholarship of Teaching and Learning (SOTL): Includes introduction to and getting started with scholarship of teaching and learning, showcase of projects, project planning
  - Writing: Includes Writing for learning and critical thinking, teaching, research and assessment of writing, development of writing curriculum, feedback and writing
- **ITL Track Second Choice**: Choose an alternative track for your session. This helps us to organize proposal review and selection for the program.
  - Engaged Learning: Includes active and experiential learning, authentic assessment, student engagement, assignment design and high impact practices such as capstones, projects, internships, learning communities, community-based learning, undergraduate research
  - Inclusive Teaching: Includes diversity, equity and inclusion, accessibility, well-being, community, universal design for learning (UDL)
  - Online and Technology-Enhanced Teaching: Includes course design and strategies for teaching & facilitation in asynchronous and synchronous online instruction; generative AI and tools across all delivery formats; learning management systems; hybrid courses
  - Scholarship of Teaching and Learning (SOTL): Includes introduction to and getting started with scholarship of teaching and learning, showcase of projects, project planning
  - Writing: Includes Writing for learning and critical thinking, teaching, research and assessment of writing, development of writing curriculum, feedback and writing

Teaching Talk Session
Proposal Information

- **Session Title**: 10 words max
- **Short Session Title**: 5 words max
- **Abstract**: 250-word max. This will appear in the online program and long print program, the Stearns Center website and the Innovations in Teaching and Learning Conference Proceedings (ITLCP) electronic journal. It must include the following:
  - Topic: Description of strategy, innovation, technique, tool, Scholarship of Teaching and Learning research question, or curricular initiative
  - Audience: Description of participants who would benefit most from the session (I.e. other disciplines, modalities (online, hybrid, face-to-face), levels (graduate, undergraduate), instructor type (adjunct, term or tenure-line, instructional, research or administrative/professional faculty, staff)
  - Takeaway: Description of what attendees will learn from the session
- **Pedagogy:** Explain how this topic relates to your overall teaching practice and goals
- **Copyright:** I understand that I am responsible for ensuring that the session information follows copyright rules and that selected proposals may be posted online and in print under the Creative Commons-BY Attribute 4.0 license. (clicky box)
- **SOTL**: I confirm that appropriate measures have been taken to protect human subjects in this Scholarship of Teaching and Learning (SoTL) work. I understand my SOTL work will be shared at the conference and published in the conference proceedings.
  - Yes
  - This submission does not involve Scholarship of Teaching and Learning (SoTL) work.
- **ITL Track First Choice**: Choose a track for your session. This helps us to organize proposal review and selection for the program.
  - Engaged Learning: Includes active and experiential learning, authentic assessment, student engagement, assignment design and high impact practices such as capstones, projects, internships, learning communities, community-based learning, undergraduate research
  - Inclusive Teaching: Includes diversity, equity and inclusion, accessibility, well-being, community, universal design for learning (UDL)
  - Online and Technology-Enhanced Teaching: Includes course design and strategies for teaching & facilitation in asynchronous and synchronous online instruction; generative AI and tools across all delivery formats; learning management systems; hybrid courses
  - Scholarship of Teaching and Learning (SOTL): Includes introduction to and getting started with scholarship of teaching and learning, showcase of projects, project planning
  - Writing: Includes Writing for learning and critical thinking, teaching, research and assessment of writing, development of writing curriculum, feedback and writing
- **ITL Track Second Choice**: Choose an alternative track for your session. This helps us to organize proposal review and selection for the program.
  - Engaged Learning: Includes active and experiential learning, authentic assessment, student engagement, assignment design and high impact practices such as capstones, projects, internships, learning communities, community-based learning, undergraduate research
  - Inclusive Teaching: Includes diversity, equity and inclusion, accessibility, well-being, community, universal design for learning (UDL)

- o Online and Technology-Enhanced Teaching: Includes course design and strategies for teaching & facilitation in asynchronous and synchronous online instruction; generative AI and tools across all delivery formats; learning management systems; hybrid courses
- o Scholarship of Teaching and Learning (SOTL): Includes introduction to and getting started with scholarship of teaching and learning, showcase of projects, project planning
- o Writing: Includes Writing for learning and critical thinking, teaching, research and assessment of writing, development of writing curriculum, feedback and writing

On Demand Resources

Proposal Information

- **Session Title**: 10 words max
- **Short Session Title**: 5 words max
- **Abstract**: 250-word limit. This will appear in the online program and long print program, the Stearns Center website and the Innovations in Teaching and Learning Conference Proceedings (ITLCP) electronic journal. It must include the following:
  - o Topic: Description of artifact (I.e. assignment, in-class activity, lecture notes/slide decks, syllabus, or other supplementary teaching materials) and
  - o Audience: Description of participants who would benefit most from the session (I.e. other disciplines, modalities (online, hybrid, face-to-face), levels (graduate, undergraduate), instructor types (adjunct, term or tenure-line, instructional, research or administrative/professional faculty, staff)
  - o Takeaway: Description of what attendees will learn from this artifact
- **Annotation/Reflection** (this will be posted with your submitted artifact): Explain the context for their use in class (I.e. how it is aligned with the course's student learning outcome and how it relates to the student's life beyond the course) as well as your reasons for creating and using the artifact in class.
- **Copyright:** I understand that I am responsible for ensuring that the session information follows copyright rules and that selected proposals may be posted online and in print under the Creative Commons-BY Attribute 4.0 license. (clicky box)
- **SOTL**: I confirm that appropriate measures have been taken to protect human subjects in this Scholarship of Teaching and Learning (SoTL) work. I understand my SOTL work will be shared at the conference and published in the conference proceedings.
  - o Yes
  - o This submission does not involve Scholarship of Teaching and Learning (SoTL) work.
- **ITL Track First Choice**: Choose a track for your session. This helps us to organize proposal review and selection for the program.
  - o Engaged Learning: Includes active and experiential learning, authentic assessment, student engagement, assignment design and high impact practices such as capstones, projects, internships, learning communities, community-based learning, undergraduate research
  - o Inclusive Teaching: Includes diversity, equity and inclusion, accessibility, well-being, community, universal design for learning (UDL)

- o Online and Technology-Enhanced Teaching: Includes course design and strategies for teaching & facilitation in asynchronous and synchronous online instruction; generative AI and tools across all delivery formats; learning management systems; hybrid courses
- o Scholarship of Teaching and Learning (SOTL): Includes introduction to and getting started with scholarship of teaching and learning, showcase of projects, project planning
- o Writing: Includes Writing for learning and critical thinking, teaching, research and assessment of writing, development of writing curriculum, feedback and writing
- **ITL Track Second Choice**: Choose an alternative track for your session. This helps us to organize proposal review and selection for the program.
  - o Engaged Learning: Includes active and experiential learning, authentic assessment, student engagement, assignment design and high impact practices such as capstones, projects, internships, learning communities, community-based learning, undergraduate research
  - o Inclusive Teaching: Includes diversity, equity and inclusion, accessibility, well-being, community, universal design for learning (UDL)
  - o Online and Technology-Enhanced Teaching: Includes course design and strategies for teaching & facilitation in asynchronous and synchronous online instruction; generative AI and tools across all delivery formats; learning management systems; hybrid courses
  - o Scholarship of Teaching and Learning (SOTL): Includes introduction to and getting started with scholarship of teaching and learning, showcase of projects, project planning
  - o Writing: Includes Writing for learning and critical thinking, teaching, research and assessment of writing, development of writing curriculum, feedback and writing