



17<sup>th</sup> Annual Innovations in Teaching and Learning Conference

Teaching for the Future: AI, Analog and Beyond

Session Proposal Guide

Conference and Session Overview ..... 1

Section 1. Lead Presenter Information ..... 2

Section 2: Additional Presenter Information..... 2

Section 3. Session Type..... 3

Section 4. Interactive Session (50-minute presentations in-person) ..... 4

    Sample Interactive Session Proposal ..... 5

Section 5. Teaching Talk Session (10-minute individual presentation via Zoom) ..... 5

    Sample Teaching Talks Proposal ..... 6

Section 6. On Demand Resources (asynchronous teaching resources housed in an online repository) ..... 7

    Sample On Demand Proposal ..... 7

Proposal Selection Criteria ..... 8

Conference and Session Overview

**Conference Information.** The 17th Annual Innovations in Teaching and Learning Conference will take place **September 25 and 26, 2025**. All Teaching Talks sessions will be virtual via Zoom on September 25, 2025 (session times will be determined later). All Interactive Sessions will take place on campus in the Johnson Center on **September 26, 2025, 9:00 a.m. – 4:00 p.m.**

**How to Use This Guide.** This guide provides step-by-step instructions to help you prepare your proposal for submission. We recommend that you use this guide 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.

## Section 1. Lead Presenter Information

The Lead Presenter will be sent all correspondence regarding the proposal. Provide the following information for Lead Presenter:

- First Name
- Last Name
- George Mason Email ([netid@gmu.edu](mailto:netid@gmu.edu))
- Primary School/College/Unit/Organization
- Department/Program
- Employee Status
- Years of Teaching
- Are you submitting this proposal as part of a SC grant program requirement?
- Is the lead presenter a past teaching award winner?
- Have you presented at ITL before?
- Additional Information: Add any additional information you would like us to know about your submission.
- Do you need to add a second (and third) presenter?

**Interactive Session (50 minutes, in-person).** Interactive Sessions are group presentations limited to a maximum of three participants (Lead, Second, Third Presenter). Only three presenters will appear on the conference program.

**Teaching Talk (10 minutes, via Zoom).** Each Teaching Talk is an individual lightning talk with one presenter. Only one presenter will appear on the conference program.

**On Demand Resources (asynchronous).** On Demand Resources are teaching artifacts related to teaching and curriculum development. On Demand Resources may have more than three presenters. All presenters will appear in the program. Presenters beyond the Lead, First and Second should be added to the Additional Information box at the end of the Proposal Form.

- *Yes, I am submitting an Interactive Session or On Demand Resource proposal.*
- *No, I am submitting a Teaching Talk proposal.*

## Section 2: Additional Presenter Information

**Interactive Session. Interactive Session (50 minutes, in-person).** Interactive Sessions are limited to a maximum of three presenters (Lead, Second, Third Presenter). Only three presenters will appear on the conference program. All correspondence regarding the proposal will be sent to the lead presenter.

**On Demand Resource. On Demand Resources (asynchronous).** On Demand Resources are teaching artifacts related to teaching and curriculum development. On Demand Resources may have more than three presenters. All presenters will appear in the program and the conference proceedings. Presenters beyond the Lead, First and Second should be added to the Additional Information box at the end of the Proposal Form.

Provide the following information for your Second Presenter:

- First Name
- Last Name
- Mason Email ([netid@gmu.edu](mailto:netid@gmu.edu))
- Primary School/College/Unit/Organization
- Department/Program/Unit
- Primary Employee Status
- Years of Teaching
- Are you submitting this proposal as part of a SC grant program requirement?
- Are you a past teaching award winner?
- Have you presented at ITL before?
- Additional Information: Add any additional information you would like us to know about your submission.

Provide the following information for your Third Presenter:

- First Name
- Last Name
- Mason Email ([netid@gmu.edu](mailto:netid@gmu.edu))
- Primary School/College/Unit/Organization
- Department/Program/Unit
- Primary Employee Status
- Years of Teaching
- Are you submitting this proposal as part of a SC grant program requirement?
- Are you a past teaching award winner?
- Have you presented at ITL before?

### Section 3. Session Type

If you wish to submit a proposal for multiple types of sessions, please submit a separate proposal for each session. Choose one of the following session types:

- **Interactive sessions (50 minutes, on campus, Sept. 26)** are a **presentation by one person or group presentation with a maximum of three people**. In these sessions, presenters display in-depth experience with teaching and learning and engage participants.
- **The Teaching Talk (10 minutes, via Zoom, Sept. 25)** is an **individual lightning talk** via Zoom where the presenter shares strategies used in class as well as the results. Three Teaching Talks with a similar theme will be grouped together into a Teaching Talk Session.
- **On Demand Resources (online repository)** are asynchronous teaching artifacts available before, during and after the conference. They include the reasons for their usefulness in courses.

## Section 4. Interactive Session (50-minute presentations in-person)

**Interactive Sessions** feature interaction with attendees and provide takeaways that participants can use in their own teaching practice or curricular development. Presenters share a teaching strategy, innovation, curricular initiative, technique, or tool. Your proposal will be evaluated on the strength of the abstract as well as the session's relevancy and engagement.

- **Session Title (10 words max):** This title will appear in the Conference Program and Conference Proceedings.
- **Short Session Title (5 words max):** This title will appear in the At-A-Glance Schedule.
- **Session abstract (150 words or less):** The abstract will appear in the Conference Proceedings. It must describe the session's topic, including any featured teaching strategy, innovation, technique, tool, research question (SOTL), or curricular initiative included in the presentation.
- **Relevancy:** How does the session's teaching strategy, innovation, technique, tool, research question (SOTL) or curricular initiative relate to current teaching practice or benefit others in their teaching practice? Examples of relevancy 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
- **Engagement:** Please describe the interactive activity you will include during the session in addition to the Q&A. Examples of interactive activities are:
  - Pre-planned, guided discussion on a specific aspect of the session
  - An activity where participants practice a strategy or technique
  - A brief writing activity where participants reflect on an aspect related to the session
  - An activity where participants collaborate to answer a question or apply a strategy or technique.
- **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](mailto: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.
- **ITL Tags.** Please identify up to 5 tags for your proposals, separated by a comma. These tags help us organize the review process. In the final ITL program, participants can use these tags to identify sessions of interest.

## Sample Interactive Session Proposal

**Session Title:** Making an Impact for All Students: Student Learning Outcomes for Undergraduate Research in Mason Core Courses

**Short 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.

**Relevancy:** This session will help instructors to complete course proposal paperwork necessary to make changes to existing Mason Core courses. It will also help instructors to introduce high-impact practices to students early in their college career, which will benefit them 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.

**Tags:** General education, undergraduate research, high-impact practices, project-based learning

## Section 5. Teaching Talk Session (10-minute individual presentation via Zoom)

A **Teaching Talk** is a lightning talk of no more than 10 minutes where **one presenter** shares a teaching strategy, innovation, technique or tool used in a course or SoTL research. Three individual Teaching Talks that share a theme will be grouped together in a 50-minute Teaching Talks Session. Your proposal will be evaluated on the strength of the abstract as well as the session's relevancy and pedagogy.

- **Session Title (10 words max):** This title will appear in the Conference Program and Conference Proceedings.
- **Short Session Title (5 words max):** This title will appear in the At-A-Glance Schedule.
- **Session abstract (150 words or less):** The abstract will appear in the Conference Proceedings. It must describe the session's topic, including any featured teaching strategy, innovation, technique, tool, research question (SOTL), or curricular initiative included in the presentation.
- **Relevancy:** How does the session's teaching strategy, innovation, technique, tool, research question (SOTL) or curricular initiative relate to current teaching practice or benefit others in their teaching practice? Examples of relevancy 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

- **Pedagogy:** Explain how your proposal relates to your overall teaching practice and goals.
- **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](mailto: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.
- **ITL Tags.** Please identify up to 5 tags for your proposals, separated by a comma. These tags help us organize the review process. In the final ITL program, participants can use these tags to identify sessions of interest.

### Sample Teaching Talks Proposal

**Long Title:** Why Did I Get This Grade?: Making Feedback Relevant for Students

**Short 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.

**Relevancy:** This proposal addresses a common situation faced by instructors, namely, how to get students to engage with feedback they receive on assignments. By 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.

**ITL Tags:** Grading, feedback, engagement, assessment

## Section 6. On Demand Resources (asynchronous teaching resources housed in an online repository)

**On Demand Resources** allow individuals to share teaching artifacts from their courses so that users can access them anytime. These teaching artifacts may include assignments, in-class activities, lecture notes/slide decks, syllabi, or other supplementary teaching materials. On Demand Resources will be showcased on the Stearns Center's website in the weeks prior to the conference.

- **Session Title (10 words max):** This title will appear in the Conference Program and Conference Proceedings.
- **Short Session Title (5 words max):** This title will appear in the At-A-Glance Schedule.
- **Session abstract (150 words or less):** The abstract will appear in the Conference Proceedings. It must include a description of the teaching artifact.
- **Relevancy:** How does the session's teaching strategy, innovation, technique, tool, research question (SOTL) or curricular initiative relate to current teaching practice or benefit others in their teaching practice? Examples of relevancy 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
- **Reflection:** Explain how this artifact supports the learning outcomes of the course.
- **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](mailto: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.
- **ITL Tags.** Please identify up to 5 tags for your proposals, separated by a comma. These tags help us organize the review process. In the final ITL program, participants can use these tags to identify sessions of interest.

### Sample On Demand Proposal

**Title:** Using Multimedia Assignments to Develop Writing Skills

**Short Title:** Short Online Article Assignment

**Abstract:** 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.

**Relevancy:** This assignment uses 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.

**Reflection:** This assignment is the second iteration of the online article, where 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. This assignment supports the student learning outcome, where students develop their ability to evaluate sources and handle digital sources.

**ITL Tags:** Assignment design, writing, TILT, teaching with technology

## Proposal Selection Criteria

Your proposal will be reviewed using the following criteria. Abstracts will be rated on a scale of 2-10 (2 being the lowest score and 10 being the highest). Other criteria 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 as well as comments.

- **Abstract:** The abstract describes the topic.
- **Relevancy:** The abstract explains the knowledge or skills attendees will learn from the session.
- **Engagement, Pedagogy or Reflection:** The proposal describes a specific interactive activity, how the topic relates to the presenter's teaching practice and goals or how a teaching artifact relates to the student learning outcomes of the course.