

2014

Edward C. Moore Symposium

Friday, April 4

IUPUI Campus Center

CALL FOR PROPOSALS

The E.C. Moore Symposium brings the Indiana higher education community together to examine teaching excellence and instructional strategies employed in various disciplines to encourage student learning. This year, the E.C. Moore Symposium is looking for innovative, interesting, engaging and evidence-based projects. We will consider proposals that address teaching practices, scholarship of teaching, the innovative use of instructional technology, high impact practices in teaching, and initiatives that promote excellence in teaching.

SESSION FORMATS:

Interactive session

Interactive sessions allow for long (50-minute) presentations designed to actively engage symposium participants. Examples of these sessions include: workshops, demonstrations, interactive presentations, panel discussions, roundtable discussions, or try something new.

Snapshot session

Brief sessions allow for shorter (25-minute) presentations designed to actively engage symposium participants. These sessions will require a concise presentation with less time for questions. Each session will give the presenter 15 minutes for presenting content and 10 minutes for questions and discussion. Examples of these sessions include: workshop, demonstration, interactive presentation, or try something new.

Poster session

The poster session allows for graphic display of materials and an opportunity for individualized, informal discussion during the symposium. Typical structures for poster presentations include an efficient communication of your research, innovative practices, or action research.

PROPOSAL REVIEW PROCESS:

The proposal review process involves a blind review by at least three individuals drawn from a pool of faculty members, E.C. Moore committee members, and Center for Teaching and Learning staff.

All proposals will be reviewed based on the following criteria:

- Use of a new or innovative approach on a topic of educational significance
- Transferability and accessibility to other disciplines
- Clearly stated teaching purpose or problem to be addressed
- Relevant conceptual or theoretical underpinnings
- Summative or formative assessment measures used or planned
- Why does it matter – clearly state the broader significance of your project on the practice of teaching
- Thoroughness, quality, and clarity of proposal
- Clearly specified learning outcomes for the session
- Clearly articulated plans for engaging the audience during the presentation

Proposals will be accepted until 5:00pm (EST) Friday, November 22, 2013. Applicants will be notified in January 2014 of their proposal's status. If you have questions, please email thectl@iupui.edu or call 317-274-1300.

Visit <http://ecmoore.iupui.edu/> for more details, to submit a proposal, or to view content from prior years' symposia.

CHECKLIST FOR PROPOSAL PREPARATION

Presenter Information (For Each Presenter)

- Name (as you want it to appear in the program)
- Title
- Department
- Division/School (e.g. IU School of Dentistry)
- Institution / Campus
- Professional email
- Preferred phone

Instructions For Writing The Abstract

The first sentence should describe your instructional effort, including its purpose, desired effect, or measured learning outcomes. The second sentence should describe what participants can expect during your session. What follows is an example abstract that you can use as a model:

POGIL (Process Oriented Guided Inquiry Learning) is a student-centered collaborative learning process designed to develop higher-order skills, including critical thinking, problem-solving, and professional communication. In this session, participants will learn the basics of POGIL and how it is used in different contexts, as well as experience a POGIL session.

Proposal Details

- Session Title (100 characters or less)
- Session format (First, Second, and Third choices – Interactive session, Snapshot session, Poster session)
- Abstract (60 words or less; see instructions at left; not required for poster session)
- Clearly state the teaching purpose or problem addressed through this project (150 words or less)
- Describe the novel or innovative approach you took and its transferability and accessibility to other disciplines (150 words or less)
- State the relevant conceptual or theoretical underpinnings to your project (150 words or less)
- Identify the summative or formative assessment measures used or planned (150 words or less)
- Why does it matter – clearly state the significance of your project on the practice of teaching (150 words or less)
- List the learning outcomes for your session and clearly state your plans for engaging the audience (150 words or less)
- List your references and/or works cited for this project
- Keywords (choose up to five, in descending order of importance)

Proposal Keywords (Select Up To Five)

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|-----------------------------------------------------|-----------------------------------------------------------------|----------------------------------------------------------------------|
| <input type="checkbox"/> Active learning | <input type="checkbox"/> Faculty development | <input type="checkbox"/> Project-based learning |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Inclusive teaching | <input type="checkbox"/> Research learning / undergraduate research |
| <input type="checkbox"/> Case studies | <input type="checkbox"/> Inquiry-based learning | <input type="checkbox"/> Service learning |
| <input type="checkbox"/> Civic engagement | <input type="checkbox"/> Integration & application of knowledge | <input type="checkbox"/> Team teaching |
| <input type="checkbox"/> Clinical education | <input type="checkbox"/> International learning | <input type="checkbox"/> Team-based learning |
| <input type="checkbox"/> Collaborative learning | <input type="checkbox"/> Instructional technology | <input type="checkbox"/> Scholarship of teaching and learning (SoTL) |
| <input type="checkbox"/> Community-based research | <input type="checkbox"/> Mentoring | <input type="checkbox"/> Other (please describe) |
| <input type="checkbox"/> Competency-based education | <input type="checkbox"/> Multicultural education | |
| <input type="checkbox"/> Critical thinking | <input type="checkbox"/> Multidisciplinary education | |
| <input type="checkbox"/> ePortfolio | <input type="checkbox"/> Online teaching/learning | |
| <input type="checkbox"/> Experiential learning | <input type="checkbox"/> Problem-based learning | |