

2022 E.C. Moore Symposium on Excellence in Teaching

Call for Proposals

The E.C. Moore Symposium on Excellence in Teaching provides an opportunity for instructors of all ranks and appointment types across Indiana to share their innovative practices in teaching and learning and to engage with a nationally renowned speaker. This year's E.C. Moore will be held entirely online via Zoom on March 4, 2022. Proposals for all session types are **due December 5, 2021 by 11:59 p.m.**

Purpose

A key component of the symposium is the communication and sharing of new ideas in teaching and learning. The symposium review committee is, therefore, seeking session proposals that address your latest endeavors in teaching. Please note there are three types of sessions: interactive presentations, micro-presentations, and TED-like talks.

Proposal Process

1. Determine which type of session you would like to submit a proposal for:
 - a. **Interactive presentation:** you will engage attendees in a 30-minute presentation and discussion about your research or experimentation in teaching and learning. This may include a demonstration of a teaching innovation or reflections of lessons learned. Presenters should structure their session to allow for presentation of their work, interaction with participants, and questions. Consider how you might use Zoom features (i.e., Chat, Breakout rooms, Polls) to engage participants. Your session outline should highlight the interactive elements of your presentation.
 - b. **Micro-presentation:** in a micro-presentation you will share in-progress work that addresses research or experimentation in teaching and learning. These drop-in sessions will allow you to share 3-5 slides or images and have a conversation with attendees. These sessions are intended for communication and feedback on emerging innovations or initial data analysis much like a traditional in-person poster session. If accepted, you will be required to record a 1-minute overview video of your presentation to be included in the conference program. CTL staff will be available to assist in video creation.
 - c. **Ted-like talk:** 10-minute presentations that are inspirational and narrative driven, taking the audience on a thought-provoking journey about research or experimentation in teaching and learning. TED-like talks are concise and high-energy. If you are unfamiliar with TED-like talks, refer to [How to Create Your TED Talk: An 8-Step Process](#) blog post on how to develop your talk. If accepted, you will be required to participate in a rehearsal session with fellow presenters and the symposium planning committee.
2. [Submit a proposal through the E.C. Moore website](#) addressing the appropriate content for your proposal type.

For interactive presentations:

- a. Presentation title (10 words max)
- b. What teaching and learning challenge(s) or goal does your research or innovation address? (100 words max)
- c. What did you implement or try out with your students? How does existing research or theory inform this work? (150 words max)



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- d. How did it affect student learning? What feedback and/or assessment data do you have to support this?(100 words max)
- e. What will you do differently in the future? How will this project or initiative continue to evolve? (100 words max)
- f. Session outline: How will you engage with or provide opportunities for interaction among attendees during your session? (100 words max)
 - i. e.g., live demonstration, feedback on assessment data, analysis of student artifacts
- g. Short abstract for the symposium program. (60 words max)
- h. Additional technology used during session and purpose (I.e. Zoom polls for establishing experiences of participants)
- i. Session keywords

For micro-presentations:

- a. Presentation title (10 words max)
- b. What teaching and learning challenge(s) or goal does your research or innovation address? (100 words max)
- c. What did you implement or try out with your students? How does existing research or theory inform this work? (150 words max)
- d. How did it affect student learning? What feedback and/or assessment data do you have to support this?(100 words max)
- e. What will you do differently in the future? How will this project or initiative continue to evolve? (100 words max)
- f. Short abstract for the symposium program. (60 words max)
- g. Session keywords

For TED-like talks:

- a. Presentation title (10 words max)
- b. What is the story you want to share about your teaching? (200 words max)
- c. Outline of your talk. (100 words max)
- d. Two-sentence “hook” to be printed in the symposium program.
- e. Session keywords

Proposal Review Timeline

- All proposals are due by December 5, 2021, 11:59 p.m.
- Each proposal will be blind reviewed by three peers.
- Presenters will be notified via email in January 2022 of the status of their submission.
- You must officially confirm your accepted presentation title, abstract, and any co-presenters.
- If you do not confirm your presentation by February 4, 2022, then your session will not be included in the program.
- For TED-like talks, you will be contacted in mid-February to schedule a session rehearsal in Zoom.
- For micro-presentations, your 1-minute overview video will be due by February 21, 2022.



Proposal Evaluation Criteria

Peer reviewers will use the following criteria to provide feedback on your proposal submission.

For interactive presentations:

- a. Articulates a unique or creative approach to the challenge or goal
- b. Thorough description of implementation
- c. Explanation of research or innovation is grounded in research/theory
- d. Provides clear evidence and analysis of student learning
- e. Offers discrete next steps for project/initiative
- f. Abstract provides detailed description of session
- g. Likely to be interactive and/or model best practices in teaching and learning

For micro-presentations:

- a. Articulates a unique or creative approach to the challenge or goal
- b. Thorough description of implementation
- c. Explanation of research or innovation is grounded in research/theory
- d. Provides clear evidence and analysis of student learning
- e. Offers discrete next steps for project/initiative
- f. Abstract provides detailed description of session

For TED-like talks:

- a. Articulates a compelling story
- b. Likely to be inspirational, thought-provoking, and/or captivating
- c. Outline articulates content that is a good fit for a TED-like talk
- d. Audience members are likely to connect with the speaker's story
- e. Offers a clear takeaway or action for audience to implement in their own teaching practice
- f. 2-sentence hook is compelling and exciting

