Updated 11.16.26

11TH CELEBRATION OF TEACHING AND LEARNING SYMPOSIUM

Wednesday, March 3, 2027 | University of Southern Indiana

CALL FOR PRESENTATION PROPOSALS

You are invited to submit proposals for the eleventh annual Celebration of Teaching & Learning Symposium, hosted on-campus at the University of Southern Indiana (USI). The Symposium ***welcomes efforts focusing on improving and transforming student learning, academic success, and curriculum in higher education*** as we celebrate our commitment to teaching and learning.

Benefits of participating include the opportunity to share your work with other participants across disciplines and areas of work, spark new ideas, get feedback, make your scholarship visible, and initiate or strengthen connections. Presenters will have the option to include their peer-reviewed abstracts and presentation materials in USI's Scholarly Open Access Repository (SOAR), which is indexed in Google Scholar and provides additional visibility of their efforts.

Key Dates

Wednesday, December 16, 2026	**Submit Presentation Proposal and Abstract**
Wednesday, January 14, 2027	Notification of proposal decision emailed
Wednesday, January 21, 2027	Confirm Intent to present
Monday, February 1, 2027	Submit revised abstract (as applicable)
Tuesday, March 2, 2027	Upload presentation file
Wednesday, March 3, 2027	Present during the symposium at the scheduled time

Types of Works

The Symposium provides opportunities to share teaching and learning efforts framed as:

- **Teaching Practice**: Interesting and relevant teaching and learning assessment strategies or new adaptations of existing evidence-based practices for in-person, online, or other learning formats – with a focus on improving student learning and success; or
- **Scholarship of Teaching and Learning (SoTL) and Scholarly Inquiry**: The systematic inquiry into student learning for the purpose of improving one's teaching. SoTL is grounded in the literature and includes gathering evidence to develop conclusions and ask more questions. This also includes the scholarly inquiry of student academic success, learning analytics, and/or theory-informed critical reflection on teaching approaches or curriculum development. Works in progress are welcomed.

Presenters should model effective teaching practices and engage the audience. Presentations should focus on teaching and learning or student academic success in higher education, such as:

- improving student learning and success by facilitating student engagement or revising assessment;
- learning in specific contexts (such as face-to-face, online, hybrid, laboratory, clinical, studio environments, or within/across disciplines);
- exploring emerging topics in teaching and learning (such as generative AI strategies)
- fostering supportive learning environments and assessments;
- meeting the needs of specific groups of learners (such as first-year, first-generation, graduate, or adult learners);
- promoting academic success at the course or program level, or curricular improvements.

Presentation Formats (all presentations are planned for in-person sessions)

Teaching Practice	SoTL
Standard Presentation	Standard Presentation
Lightning Presentation	Lightning Presentation
Poster Discussion	Poster Discussion

- **Standard Presentations**: Prepare a 15-minute presentation and include time for questions and discussion during a 20-minute session.
- **Lightning Presentations**: Prepare a brief (5-6 minutes) presentation with up to 4 slides. Examples include a short demonstration of an instructional activity, highlights of student engagement or instructional innovation, or sharing a work in progress to gather feedback. Multiple lightning presentations on similar topics will be grouped together in a session, presented back-to-back, and then discussed during the remaining portion of the session.
- **Poster Discussions:** Present your project, instructional approach, or work-in-progress by highlighting key aspects focused on teaching practice or the SoTL. Presenters are encouraged to display their poster (print or electronic) throughout the day and will have the opportunity for discussion during the morning poster session. Additional items (such as props, visual aids, laptop) are the responsibility of the presenters.

Proposal Submission Instructions and Guidelines

Visit the T&L Symposium webpage for the Proposal Submission link. The following information is requested:

1. **Name**, department, affiliation, and email addresses for all presenters and co-presenters.
2. **Title**: Should clearly connect to the proposed presentation content and goals (up to 12 words).
3. **Keywords**: Up to 4 words or phrases.
4. **Type of Work**: Choose Teaching Practice or SoTL (including scholarly inquiry of student success).
5. **Presentation Format Preference**: Choose between a Standard, Lightning, or Poster Presentation. Please note that the Symposium Committee will consider the distribution of topics and may suggest applicants for a different presentation format based on scheduling.
6. **IRB Acknowledgement**: If you plan to present human subjects data (such as findings on student learning or results/examples of systematic data collection), this might require Institutional Review Board (IRB) approval. If IRB approval is not obtained by the time of presentation; your presentation can focus on reflections, lessons learned, and connections to the literature.
7. **Disclosure of Generative AI Usage**: Please briefly state how you used, or did not use, generative AI in preparing your proposal. For example, "During the preparation of this proposal and abstract, the author(s) used [AI Tool Name; ex: ChatGPT-4 / OpenAI] to [specific task; ex: improve the readability and organization]. The author(s) reviewed and edited the content as needed and take(s) full responsibility for the content of the submission." See additional examples. AI use for checking basic spelling and grammar do not need to be declared.
8. **Audience Engagement**: Describe how you plan to engage the audience in the selected format.
9. **For Teaching Practice Abstracts** – Prepare an abstract of the proposed presentation (up to 500 words total). The abstract highlights how your proposed presentation addresses student learning or academic success in higher ed, along with lessons learned or challenges. The abstract must include these elements:
    - Description of the Teaching Practice & Relevance: Describe the teaching and learning focus of the presentation, such as the student learning issue, goal of the teaching strategy or

curricular innovation, or work in progress. This could include a student engagement activity, innovative instructional strategy, or curricular improvement. The abstract also should articulate why the topic is relevant, the context, and how the issue or strategy impacts student learning or success.

- Presentation Purpose & Takeaways: Describe the purpose of the presentation. For example, what are the intended takeaways and lessons learned that could be used by the participants? Or for works in progress, what feedback are you seeking?
- Resources/References: Provide recommended resources or references relevant to the proposed session. References are not included in the word count.

10. **For SoTL/Scholarly Inquiry Abstracts** – Prepare an abstract of the proposed presentation (up to 500 words total). The abstract highlights how your proposed presentation relates to student learning or academic success in higher education. It also describes why the work is relevant, what was done, and the takeaways/lessons learned. The abstract must include these sections:
    - Research Question and Context: Identify the goal, problem/issue, or research question addressed and how it relates to student learning or academic success. Provide context, such as the course, student context, and/or setting, along with the intended student outcomes or project goals. Describe the instructional strategy or innovation implemented.
    - Grounding: Provide grounding in the relevant evidence and/or literature (such as research and learning theories) in teaching, learning, and student success. Please contact CETL if you would like assistance.
    - Approach/Methods: Describe the research methodology and how the instructional strategy or intervention was implemented and explored.
    - Discussion/Lessons Learned: This section should address the following questions: How did the implemented strategy impact student learning or academic success? What are the findings related to student learning and success or your teaching practice? What were the unexpected outcomes and lessons learned? How might others apply, adapt, or extend what you have done to address student learning or academic success in their teaching practice?
    - References: Provide key citations relevant to your work (required). References are not included in the word count.

To view examples of past abstracts, please visit the T&L Symposia abstract repository at USI's SOAR.

Review Criteria for Proposals

Each submission will be double-blind reviewed by at least two peers using the associated review rubric for the type of work (below).

About the Symposium

Please visit the USI Celebration of Teaching and Learning Symposium webpage for additional information and updates. The Celebration of Teaching & Learning Symposium is sponsored by the Center for Excellence in Teaching & Learning (CETL), in collaboration with the Provost's Office and the David L. Rice Library at the University of Southern Indiana. The Symposia series is part of CETL's focus to "Make Teaching and Learning Visible."

Questions?

Please contact Amy Chan Hilton at cetl@usi.edu or 812.461.5476.

Review Rubric for Teaching Practice Proposals

Component	Meets	Somewhat Meets	Does Not Meet
Topic & Context	Teaching practice/topic and the context of its use are clearly stated.	Teaching practice/topic and its context are partially stated.	Teaching practice/topic and its context are not clear or missing.
Relevance	Strong and explicit connection to student learning or success is clearly explained.	Relevance to student learning or success is partially explained.	Relevance to student learning or success is not clear or missing.
Purpose	The purpose of the presentation is clearly described.	The purpose of the presentation is partially articulated.	The purpose of the presentation is not clear.
Takeaways and Lessons Learned	The intended takeaways and lessons learned are specific, actionable, and insightful.	The intended takeaways and lessons learned are articulated but not specific.	The intended takeaways and lessons learned are vague or underdeveloped.
Professionalism and Clarity	The abstract is professionally written, error-free, and well-organized.	Written somewhat professionally, mostly clear, with minor errors.	Not written professionally or with noticeable grammar or clarity issues.
Audience Engagement	Describes a clear plan to engage the audience; aligned with presentation format.	Limited engagement described; somewhat aligned with presentation format.	No plans for engagement are described.

Review Rubric for SoTL and Scholarly Inquiry Proposals

Component	Meets	Somewhat Meets	Does Not Meet
Research Question and Relevance	The research question is well developed, and clearly relevant to student learning or success.	The research question is somewhat developed and relevant to student learning or success.	The research question is not clear or relevant to student learning or success.
Context	Context is clearly described, specific, and relevant.	Context is partially described and relevant.	Context is vague, not provided, or not relevant.
Grounding	The study/research is clearly grounded in relevant scholarly literature, data, or evidence-based practice.	The study/research is partially grounded in relevant scholarly literature, data, or evidence-based practice.	No references or evidence are included and discussed.
Approach	Methodology and implementation of the instructional strategy or study are clearly described and appropriate	The methodology and implementation are somewhat clear and appropriate.	The methodology is not described and/or not appropriate.
Discussion and Lessons Learned	Clearly addresses how the strategy or study impacts student learning or success. Reflects on findings & offers insights others might use.	Discussion is somewhat clear; partially addresses student learning or success. Findings and insights are somewhat actionable by others.	Student learning or success is not discussed. Lessons learned are vague or underdeveloped.
Professionalism and Clarity	The abstract is professionally written, error-free, and well-organized.	Written somewhat professionally, mostly clear, with minor errors.	Not written professionally or with noticeable grammar or clarity issues.
Audience Engagement	Describes a clear plan to engage the audience; aligned with presentation format.	Limited engagement is described; somewhat aligned with the format.	No plans for engagement are described.