

Winter 2009 Conference

The Learning Educator: Fostering Our Own Development for Better Practice and Results

February 13-14, 2009

Sheraton Bloomington Hotel • Bloomington, MN

Call for Proposals deadline: Friday, September 19, 2008

The Collaboration for the Advancement of College Teaching & Learning invites proposals from college and university faculty, staff, administrators, and students for concurrent sessions on the conference theme. We especially encourage proposals for sessions that will promote stimulating dialogue, reflect diverse perspectives, and involve student presenters or co-presenters from across institutions. Proposals are peer reviewed and sessions are selected based on criteria listed on page two.

In an environment marked by rapid change and increasing complexity, providing the best education for our students requires relentless attention to our own continuous learning and growth as professionals. Moreover, only those institutions that are flexible, adaptive, and productive—learning organizations, as Peter Senge dubbed them—will excel. As Senge states, learning organizations are work environments “where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together.”

Keeping up with major developments in our disciplinary areas and building our content expertise are but part of the answer. Increasing our understanding of what works in teaching and learning; fostering creativity, agility, shared vision, better collaboration and teamwork; and, ultimately, translating our new knowledge and skills into more effective teaching practice is what finally counts.

This conference will explore what individual faculty and staff do to foster their own continuous learning and development as teaching professionals and how colleges, universities, and other groups strive to create environments that characterize learning organizations. It will feature what they’ve learned from these approaches and how teaching practices and student learning have improved as a result. Sessions might include systematic study and public dialogue of key issues in teaching and learning such as models of classroom research, action research, and Scholarship of Teaching and Learning (SoTL) projects; teaching circles and other faculty development approaches; groups working to interpret and use NSSE and other assessment data; and practical application of approaches grounded in higher education scholarship.

We invite proposals for concurrent sessions that disseminate and model effective practice; promote stimulating dialogue, inquiry, and problem-solving; or engage participants in exploring opportunities for post-conference inter-institutional collaboration on topics such as these:

- **Classroom research, SoTL, etc., and their impact:** What tough questions about teaching and learning are you investigating, and how? What have you learned from these—or from recent scholarly publications on teaching and learning—and how have you used this new knowledge to improve teaching and learning?
- **Reflective practice and challenging mental models:** What approaches to reflective practice help faculty and staff increase their understanding of and ability to strengthen teaching and learning? What approaches help to challenge existing assumptions that influence how we see the world of teaching and learning and take action to improve it?
- **Creating environments to share and foster professional learning:** What approaches are helpful in promoting inquiry, reflection, learning, and creativity with respect to teaching and learning among faculty and staff? What role do faculty development programs play in this? Departmental efforts? Institutional reward systems?
- **Other venues for making SoTL public:** What outlets are available for sharing the results of individual and group inquiries into teaching and learning? In what ways can colleagues help each other to prepare more successful presentations and publications on classroom research, SoTL, etc.?

See “Tips for Preparing a Successful Proposal” on the following page.

An alliance of colleges and universities that supports and promotes outstanding college teaching and learning

Tips for Preparing a Successful Proposal

The following guidelines are based on past evaluations and Collaboration policy. Please read these instructions carefully and be sure to submit all three sections of the session proposal (cover sheet, narrative, and abstract).

1 COVER SHEET

Session title: Craft a title that is clear and concise (10 words or less) and will pique participant interest. Participants want practical ideas and information that they can apply in their own settings. Choose a title that clearly conveys the subject of your session so that participants know what to expect. Appeal to a broad mix of participants, and avoid using language that might limit your audience.

Presenters: Teams of two to four presenters are most effective. Keep in mind the length and content of your session, and plan ways for all presenters to contribute in a meaningful way.

Successful sessions often include undergraduate student presenters or others who can lend different perspectives, such as faculty from different disciplines, student development staff, or administrators. *Note that undergraduate student presenters from Collaboration member institutions can register for free.*

Presenter commitment: By submitting this proposal, you are indicating that you are all available, committed to participating, and prepared to register at the regular conference fees. Presenters whose paid registrations have not been received at least two weeks before the conference may be dropped from the program.

Audio-visual request: Equipment rental is expensive and must be covered by fees, so please consider your request carefully. If you need a laptop computer for your session, you will need to bring your own. If you plan to show web pages, download them onto your laptop instead of requesting a live Internet connection. For other equipment, we will meet your needs within reasonable limits of cost and availability.

2 NARRATIVE PROPOSAL

Your narrative should be two to three pages in length and address the following:

Topic: Explain clearly what your session is about, how it relates to the conference theme and the intended audience.

Rationale: Explain why your topic will be of interest to your intended audience, including any connections with current research literature or education trends.

Goals: Clearly identify what your audience will learn.

Participants are interested in gaining practical, innovative strategies and techniques that they can use in their own classes and programs.

Participant involvement: The Collaboration has a commitment to active, inclusive learning and to modeling outstanding teaching. We encourage presenters to provide opportunities for meaningful interaction. Activities should be designed to help participants achieve the learning goals for the session; they should not be “busywork.”

Organization: Regular sessions are 75 minutes. Double sessions, which are less frequent, are 2½ hours, including a break. Plan carefully to achieve your goals in the allotted time. Provide a timeline for your session, outlining the sequence of activities and providing short descriptions to explain them. For example:

Introductions and Icebreaker (10 minutes)
Interactive Presentation (identify key points) (15 minutes)
Activity 1 (describe) (15 minutes)
Group Discussion (10 minutes)
Activity 2 (describe) (15 minutes)
Review and Reflect (5 minutes)
Wrap-up and Evaluation (5 minutes)

Materials: Provide participants with copies of overhead transparencies, PowerPoint slides, or other material you use. Provide a bibliography or resource list, if appropriate.

Session results: How will you know whether participants have achieved your learning goals? Please offer something concrete, such as “participants will develop a plan for identifying the relevant characteristics, backgrounds, and needs of their students on the first day of class.”

3 ABSTRACT

Content: Your abstract should be 120 words or less. If your proposal is accepted, your abstract will be used to market your session to potential participants. It should communicate your session plan clearly and accurately, so that participants know what to expect. A useful approach is to explain (1) what your session is about, (2) what participants will experience and do, (3) what they will learn, and (4) what materials, if any, they will take away. If you develop your plan further after the abstract is published, be sure to honor what you promise in the abstract, so participants aren't disappointed.

Style: Use the active voice wherever possible, and avoid unexplained acronyms and jargon.

QUESTIONS?

Contact The Collaboration at (651) 646-6166 or collab@collab.org. Additional information on this and previous conferences is available on our website at www.collab.org.

Proposal Cover Sheet

The Learning Educator

Proposals must be typed and received by **September 19, 2008**. Please complete and submit the following according to the "Tips for Preparing a Successful Proposal": (a) this cover sheet, (b) your narrative proposal (2-3 pages), and (c) your abstract (no more than 120 words).

We will let you know the status of your proposal in October and will be preparing the conference brochure in November. Please make sure that we will be able to reach your primary contact during that time (see below).

1. SESSION TITLE: _____

2. PRESENTERS: In most instances, we recommend limiting the number of presenters to four. If necessary, list additional presenters on a separate sheet and include rationale in the proposal narrative. For titles, use "associate professor," "dean," etc. For students, list year in college and major (see "c" and "d" below). If there will be more than one presenter, designate one individual as the primary contact person.

a. Primary Contact _____

Title _____

Department _____

Institution _____

Address _____

Telephone _____

Fax _____

Email _____

c. Name _____

Title _____

Department _____

Institution _____

Address _____

Telephone _____

Fax _____

Email _____

b. Name _____

Title _____

Department _____

Institution _____

Address _____

Telephone _____

Fax _____

Email _____

d. Name _____

Title _____

Department _____

Institution _____

Address _____

Telephone _____

Fax _____

Email _____

3. INTENDED AUDIENCE(S): Faculty Academic Administrators Student Affairs Faculty Developers Others

4. INTENDED AUDIENCE'S PRIOR EXPERIENCE WITH TOPIC: Basic Intermediate Advanced

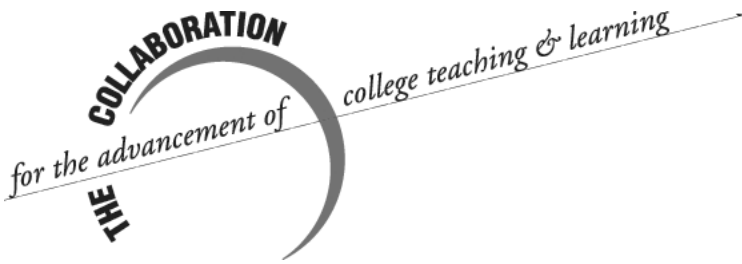
5. FORMAT (check one): regular session (75 min) double/workshop session (2 1/2 hrs)

6. AUDIO-VISUAL REQUEST: *See the instructions under "Tips."*

LCD Projector Flipchart Overhead Projector Screen DVD/Monitor Other _____

PRESENTER AGREEMENT: *If selected, we agree to offer the proposed session, to pay registration fees by the Early Bird deadline, and to participate throughout the conference.*

SIGNATURE OF PRIMARY CONTACT



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