



Assessment for the Changing Learning Environment

February 19–20, 2010
Sheraton Bloomington Hotel • Bloomington, MN

Call for Proposals deadline: Friday, September 18, 2009

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.

As challenging as it is, assessment of student learning and educational programs is more critical than ever now, as institutions scrutinize more closely the return from ever more limited resources. What's more, assessment today has to take into account learning and working environments characterized by accelerating change. Technology is a major factor in this—whether with respect to new educational models, such as online learning, blended courses, simulations, and the use of email and social networking to increase student interaction and augment or replace faculty office hours, or in the use of e-portfolios and other online assessment tools. Other factors that must affect our approaches to assessment include changing perspectives on where learning takes place—outside the classroom through community engagement or study abroad, for example, or through programs that fall under the auspices of student development; increasing student diversity; and the evolving role of faculty.

Along with the challenges, come new approaches for assessing student learning and for using assessment data to improve learning and the return on our investment. What new opportunities for improving assessment come from technological advances, for example? How do NSSE, CCSSE, FSSE, and similar national project data help? And how are campus communities coming together to gain a common understanding of what their assessment data is telling them and how to use it to improve?

The primary goals of this conference are, first, to explore the implications of changes in the learning environment for how colleges and universities frame their approaches to student assessment, and second, what new opportunities exist in our rapidly changing working environment to strengthen assessment practices and make them more efficient and productive.

We invite proposals for concurrent sessions that address the conference theme by disseminating and modeling effective practice or promoting stimulating dialogue, inquiry, and problem-solving on these three themes:

- What learning outcomes should we be assessing? How have our conceptions of what learning is, where it occurs, and what student success means in a 21st century society changed what it is we're trying to discover? How have they changed the questions we should be asking?
- How should our changing perspectives on teaching and learning affect how we approach the assessment of educational programs? In what ways are program reviews and self-studies taking these issues into consideration? How are they affecting our approaches to reaccreditation?
- What new opportunities exist as a result of technological advances and other developments now available to us to improve the processes and results of assessment efforts? To make better use of the data?

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

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. Cite sources you are using to support your rationale.

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

Assessment for the Changing Learning Environment

Proposals must be typed and received by **September 18, 2009**. 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 October and November. Please make certain 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 _____

b. Name _____

Title _____
 Department _____
 Institution _____
 Address _____

 Telephone _____
 Fax _____
 Email _____

c. Name _____

Title _____
 Department _____
 Institution _____
 Address _____

 Telephone _____
 Fax _____
 Email _____
 Student Presenter Major _____
 Student Presenter Year in College _____

d. Name _____

Title _____
 Department _____
 Institution _____
 Address _____

 Telephone _____
 Fax _____
 Email _____
 Student Presenter Major _____
 Student Presenter Year in College _____

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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Winter 2010 Professional Development Conference

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