**Global theories and local practices: institutional, disciplinary and cultural variations**
**19 - 22 October 2010**

## Call for Proposals

**You are invited to join the 7th annual conference of the International Society for the Scholarship of Teaching and Learning** in Liverpool, UK, 19 - 22 October 2010. This multidisciplinary, international community of scholars will convene to share evidence-based insights and theoretical frameworks that enhance our understanding of student learning and guide our teaching practices. Incorporated into this year's conference, is the 18th Improving Student Learning Symposium, an established annual event on the international calendar organised by the Oxford Centre for Staff and Learning Development, Oxford Brookes University. The major aim of the Improving Student Learning Symposia is to provide a forum, which brings together those who are primarily researchers into learning in higher education and those that are primarily practitioners concerned more pragmatically with improving their practice. The conference will be held in the heart of Liverpool on the historic, world heritage waterfront, at the BT Convention Centre, Monarchs Quay, Liverpool UK which sits alongside the Grade 1 listed Albert Dock complex on the eastern bank of the river Mersey. The conference will feature workshops facilitated by leading scholars in the field, distinguished international plenary speakers, panel presentations, individual paper and poster presentations, and roundtable discussions. Please join us!

## 2010 Conference Themes

The conference has as its theme a dialectic, chosen to stimulate discussion and debate amongst the international SoTL community:

- **Global theories**: are there theories of learning and teaching that can be demonstrated to transcend national, cultural and/or disciplinary differences?
- **Local practices**: How important is context?  To what extent, if at all, do national, cultural and/or disciplinary differences inevitably affect approaches to pedagogy and student learning outcomes?

In addressing the conference's main theme participants are invited to submit proposal for presentations that focus one of the following:

- **Teaching and learning**
  Focussing on what teaching, curriculum and/or assessment practices are being engaged in order to have impact on student learning.  This theme can include looking at particular interventions and how this impacts upon varying learning outcomes, or addresses particular teaching issues and how changing teaching practices impacts upon student learning.

- **Organizational change**
  Focussing on larger issues. What are the impacts of policy reforms, culture changes and contextual variations? Working at Strategic and policy level and how this impacts upon changes in practice, teaching and learning across the institution and in the disciplines.

- **Faculty development (supporting changes in teaching and learning practice)**
  Focussing on activities that demonstrate how organizational changes/faculty development activities (culture changes etc) are used to/ or impact upon changes in practice, teaching and learning.  It should include the varying activities that 'faculty developers' use.

## Presentation formats

Concurrent sessions will be organized by threads (below) within each theme to aid conference attendees in making informed decisions about which presentations to attend.  During the electronic submission process, proposal authors will be asked to indicate the thread relevant for their presentation.

## Threads

1. Teaching e-learning methods
2. Assessing students
3. Course and programme design
4. Blended and e-learning
5. Skills development and lifelong learning
6. Graduate outcomes
7. Employability
8. Supporting learners
9. Diversity and inclusivity
10. Internationalisation and globalisation
11. The student experience and voice
12. Faculty development methods and/or strategies

# Papers and concurrent sessions

We invite proposals for single paper presentations on completed scholarly projects. The goal of these sessions is to share knowledge and encourage critical dialogue among conference participants. Individual paper presentations.

Sessions types available: Short (30 minute). Longer (45 minute) Featured (90 minute).

## Short paper

All short paper proposals should include:
- title
- 75 word summary
- abstract (up to 500 words)
- theme:
  ◦ teaching and learning
  ◦ organizational change
  ◦ faculty development

Also
- will last a maximum of 30 minutes each, including time for questions and discussion. The organization of each presentation should allow adequate time for discussion.
- will be grouped into sessions of three, with a total time of 90 minutes. The third presenter in the series will chair the session.

The short papers should be considered for a more 'localised' category, where the 'evidence' required might be that which is gathered within a classroom and aimed at improving student learning at a local or specific level. This would not necessarily be a 'robust' article in the sense of hard-core educational research - but may nonetheless be important in the field for raising-awareness or for developing future ideas and research in relation to improving the student learning experience. Such papers would be the kind of thing that one might expect to have impact at a local (micro) level, (i.e. upon a local classroom activity). (i.e. evidence-based practice, action-research etc).

## Longer paper

All longer paper proposals should include:
- title
- 75 word summary
- theme:
  ◦ teaching and learning
  ◦ organizational change
  ◦ faculty development

Also
- will last a maximum of 45 minutes each, including time for questions and discussion. The organization of each presentation should allow adequate time for discussion.
- will be grouped into sessions of two, with a total time of 90 minutes. The second presenter in the series will chair the session.

The longer papers (45 minutes), and especially for a 90 minute featured paper (see below), should be rigorous and robust investigations at the level where the article would be of a high enough quality to have the potential to make its way towards a journal publication.  Hence the 45 minutes would be required for a more in-depth discussion on more conceptually, theoretically or methodologically rich submissions.  Such papers would be of a standard that one might expect to have impact on the field in general, probably at a macro level (i.e. rather than just upon a local classroom activity) and would qualify for the description educational research, or applied educational research.

## Featured paper

In the case of a significant piece of research, or a complex, conceptual paper, there may be a limited opportunity to be selected as a featured session with a whole 90 minute slot. Please indicate if you think your proposal might qualify.

- Featured papers will last a maximum of 90 minutes each, including time for questions and discussion.  The organization of the presentation should encourage interaction and allow adequate time for participation and discussion.

    All paper proposals should:

    ◦ select one of the three conference themes
    ◦ include a summary (75 words)
    ◦ include an abstract (up to 500 words)
    ◦ indicate the literatures, methods, evidence, and conclusions in play.

## Panels

We especially invite the Society's members to help shape the conference through organized panels that discuss important and timely topics. Panel sessions may be most useful to consider topics that benefit from multiple perspectives, including disciplinary, institutional, and national approaches, synergies, and tensions.  The goal for panel presentations is to provide panellists and audience members the opportunity to exchange perspectives, engage in discussion, and learn from each other's experiences.

Panels:
- feature two or three presenters.
- may be organized, proposed, and chaired by a person not presenting.
- representing two or more countries represented are especially sought.
- will last 90 minutes (for 2 presenters 35 minutes each; 3 presenters 20 minutes each) and include at least 15 minutes for discussion.

Panel proposals should be submitted by the panel organizer and must include:
- title of the panel as a whole
- summary (75 words) of the panel as a whole
- abstract (up to 500 words) of the panel as a whole
- theme for the panel as a whole (select one of the three conference themes)
- title of each individual presentation within the panel
- an abstract (up to 500 words) for each individual presentation within the panel
- a designation of who will be the session chair (one of the presenters or an additional person)

## Workshops

We invite proposals for workshops in both the pre-conference (2 or 4 hours) and the conference (90 minutes) sessions.  Workshops are interactive sessions (not presentations) that teach, develop, and explore questions, literatures, methods, theories, possibilities, and solutions.  Workshops may or may not address the conference themes.

Workshop proposals should include:
- the names of the workshop facilitator(s)
- the leaders' relevant experience for this workshop
- the learning goals and outcomes for the workshop
- plans for participants' engagement
- a summary (75 words)
- an abstract (up to 500 words)

Workshop topics may include:
- introducing an interesting research method under used in SOTL
- demonstrating  innovative means of developing and sharing ideas
- describing how to establish a SOTL program at an institution
- writing a proposal for a book of contributed essays
- collaborating on a funding proposal
- exploring a theoretical framework for use in SOTL
- developing a SOTL research agenda for a particular field
- convening a working group around a particular SOTL question
- turning innovation and reflection into scholarship, including where, how, and for whom to disseminate and/or publish our scholarly practice

## Roundtables

We invite roundtable presentations for topics suitable to group discussions. Roundtables are an ideal format for networking and in-depth, collaborative discussion on a particular topic. Roundtable presentations should include up to 10-15 minutes of presentation, followed by discussion and feedback. Roundtable presenters should bring targeted questions to pose to others at the table in order to learn from and with those attending. Presenters are encouraged to bring handouts. Attendees will not sign up in advance and may move from one roundtable to another to follow their interests.  The conversation topic will be displayed on a placard at each roundtable.  There is no audio/visual equipment available for roundtable sessions.

The roundtable session proposals should include:
- the focus of the presentation
- way(s) the session contributes to SOTL
- a summary (75 words)
- an abstract (up to 500 words)

## Posters

We invite poster presentations for sharing scholarly work that would benefit from interactive and collaborative discussion.  The poster session is a well-attended event that is particularly useful for presenting emerging work but may also be an excellent means of engaging in detailed dialogue about completed projects.  ISSOTL will provide the backing boards and other materials for displaying the posters.

Poster proposals should include:
- the focus of the inquiry
- the way(s) in which it contributes to current scholarship
- the presentation's connections to the themes of the conference
- a summary (75 words)
- an abstract (up to 500 words)

## Proposal Submissions

- Proposals will be accepted online from 15 January 2010 until 1 March 2010 at: http://issotl10.indiana.edu
- Proposal notifications: 1 June 2010
- Participation confirmation due for all presentations: 15 June 2010

Each proposal will be reviewed by three international scholars.  The proposals will be rated as follows: Accept, Accept with minor revisions, or Reject.  Where only minor revisions are required, you will have the opportunity to revise and resubmit.  The reviewers' decision will be final.  All proposals should be in accordance with local policies for research involving human subjects.

## Considerations for Proposals

1. *Questions and Rationale*
   - What important question(s) in the field do you identify?
   - Do you demonstrate an understanding of existing scholarship in the field?
2. *Theory/Methods*

- What theories/methods are you selecting?
- Are they appropriate to your questions and your discipline's ways of knowing?

3. *Outcomes*
    - What evidence do you raise?
    - How does your work contribute to understanding of or practice in the field?
    - What new areas of further inquiry open with your work?

4. *Reflective Critique*
    - Do you offer a critical/reflective evaluation of your work?

5. *Audience Engagement, especially for workshops and roundtables*
    - What opportunities do you plan for active audience engagement throughout your session?