

**Call for Proposals**  
**Edward C. Moore Symposium on Excellence in Teaching**  
**Thursday April 4, 2013/IUPUI Campus Center**

The IUPUI Center for Teaching and Learning (CTL) is accepting proposals for the 2013 Edward C. Moore Symposium on Excellence in Teaching. The event will take place on **Thursday, April 4, 2013**. We hope you will consider submitting a proposal, and encourage you to share this invitation and information with colleagues. Proposals that cross disciplines, come from graduate students, or involve student presenters are strongly encouraged.

The E.C. Moore Symposium brings the Indiana higher education community together to examine teaching excellence and instructional strategies employed in various disciplines to encourage student learning. The 2013 program will feature sessions exploring these and similar questions:

- What strategies have you employed that increase student learning, engagement, and/or success?
- How have you translated a specific pedagogy from another discipline to your discipline?
- How have student perspectives, partnerships, input, or feedback been used to make courses or curricula more effective?
- How have community perspectives, partnerships, input, or feedback been used to make courses or curricula more effective?
- How have you successfully integrated instructional technology to enhance students' learning experiences?
- How have you tapped into a community of scholars to improve or renew your teaching?
- How have you assessed the impact of teaching on student learning?
- What influences, inspirations, or strategies have you drawn upon to stay engaged or motivated as a teacher?

**Session Formats:**

***Five-in-Ten Session.*** Five-in-Ten sessions allow for brief (10-minute) presentations of pilot research, innovative practices, and work in progress. A typical structure for this session will involve a 5 minute introduction by a moderator, 10 minutes of presentation per presenter, and up to 15 minutes of facilitated discussion. Presenters using PowerPoint will be asked to limit their presentation to five slides. Session rooms are equipped with standard audiovisual equipment, including laptop, projector, and screen.

***Interactive Session.*** Interactive sessions allow for long (50-minute) presentations designed to actively engage symposium participants. Typical structures for these sessions include: workshops, demonstrations, interactive presentations, panel discussions, and roundtable discussions. Session rooms are equipped with standard audiovisual equipment, including laptop, projector, and screen.

***Poster Session.*** The poster session allows for graphic display of materials and an opportunity for individualized, informal discussion during the afternoon of the symposium. Detailed instructions on preparation and display of posters will be forwarded to accepted presenters in January 2013. Because of the physical configuration of this type of session, no additional audiovisual equipment will be provided and access to electricity cannot be guaranteed.

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**Proposal Review Process:**

The proposal review process involves a blind review by at least three individuals drawn from a pool of faculty members, E.C. Moore committee members, and CTL staff.

All proposals will be reviewed based on the following criteria:

- New or creative approach on a topic of educational significance, building on what is known in the literature
- Clearly stated teaching purpose or problem to be addressed
- Relevant conceptual or theoretical underpinnings
- Summative or formative assessment measures used or planned
- Thoroughness, quality, and clarity of proposal

Interactive Sessions will also be reviewed based upon two additional criteria:

- Clearly specified learning outcomes for the session
- Plans for engaging the audience during the presentation

Proposals will be accepted until **Thursday, November 15**. Applicants will be notified in January 2013 of their proposal's status. If you have questions, please email [thectl@iupui.edu](mailto:thectl@iupui.edu) or call 317-274-1300.

Visit <http://ctl.iupui.edu/ecmoore/> for more details, to submit a proposal, or to view content from prior years' symposia.

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**Checklist for Proposal Preparation**

**Presenter information for each presenter**

- Name (as you want it to appear in the program)
- Title
- Division/School (e.g. IU School of Dentistry)
- Department
- Campus (Choose: IUPUI, IUB, IUE, IUPUC, IUK, IUN, IUSB, IUS, IPFW, Purdue, Other)
- Campus address
- University email
- University phone

**Proposal Details** (asterisked items are for Interactive Sessions only)

- Session Title (100 characters or less)
- Session format
  - First choice (Choose: Five-in-Ten Session, Interactive Session, Poster)
  - Second choice (Choose: Five-in-Ten Session, Interactive Session, Poster, None)
  - Third choice (Choose: Five-in-Ten Session, Interactive Session, Poster, None)
- Abstract\* (60 words or less to be printed in the program; see below for instructions)
- Description (500 words or less) that includes the:
  - Teaching purpose or problem
  - Relevant conceptual or theoretical approaches
  - Educational significance, building on what is known in the literature
  - Summative or formative assessment measures used or planned
- Learning Outcomes\* (list learning outcomes for the presentation)
- Plans for Interaction\* (describe your plans for engaging or interacting with participants)
- References/Works Cited
- Keywords (up to five, in descending order of importance – see attached list)
- Other needs

**\*for Interactive Sessions only**

**Instructions for writing the abstract.** The first sentence should describe your instructional effort, including its purpose, desired effect, or measured learning outcomes (whatever is most appropriate). The second sentence should describe what participants can expect during your session (i.e., a shortened version of your learning outcomes and the plans for engagement). What follows is an example abstract that you can use as a model:

*POGIL (Process Oriented Guided Inquiry Learning) is a student-centered collaborative learning process designed to develop higher-order skills, including critical thinking, problem-solving, and professional communication. In this session, participants will learn the basics of POGIL and how it is used in different contexts, as well as experience a POGIL session.*

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**Proposal Keywords (select up to five)**

- |  |   |
|--|---|
| <input type="checkbox"/> Active learning   | <input type="checkbox"/> International learning                     |
| <input type="checkbox"/> Assessment  | <input type="checkbox"/> Introductory or Gateway courses            |
| <input type="checkbox"/> Capstone courses  | <input type="checkbox"/> Instructional technology                   |
| <input type="checkbox"/> Case studies  | <input type="checkbox"/> Leadership skills                          |
| <input type="checkbox"/> Civic engagement  | <input type="checkbox"/> Mentoring                                  |
| <input type="checkbox"/> Civic learning  | <input type="checkbox"/> Multicultural education                    |
| <input type="checkbox"/> Clinical education  | <input type="checkbox"/> Multidisciplinary education                |
| <input type="checkbox"/> Collaborative learning                                      | <input type="checkbox"/> Online teaching/learning                   |
| <input type="checkbox"/> Communication skills (PUL* 1, PGPL° 3)                      | <input type="checkbox"/> Problem-based learning                     |
| <input type="checkbox"/> Community-based research                                    | <input type="checkbox"/> Project-based learning                     |
| <input type="checkbox"/> Community-engaged teaching                                  | <input type="checkbox"/> Problem-solving skills                     |
| <input type="checkbox"/> Competency-based education                                  | <input type="checkbox"/> Professionalism (PGPL 1)                   |
| <input type="checkbox"/> Critical thinking (PUL 2, PGPL 2)                           | <input type="checkbox"/> Real-world applications                    |
| <input type="checkbox"/> ePortfolio  | <input type="checkbox"/> Research learning / undergraduate research |
| <input type="checkbox"/> Experiential learning                                       | <input type="checkbox"/> Quantitative skills (PUL 1)                |
| <input type="checkbox"/> Faculty development   | <input type="checkbox"/> Service learning                           |
| <input type="checkbox"/> Inclusive teaching  | <input type="checkbox"/> Teacher education                          |
| <input type="checkbox"/> Information literacy (PUL 1)                                | <input type="checkbox"/> Team teaching                              |
| <input type="checkbox"/> Inquiry-based learning                                      | <input type="checkbox"/> Team-based learning                        |
| <input type="checkbox"/> Integration & application of knowledge (PUL 3, PGPL 1)      | <input type="checkbox"/> Understanding society and culture (PUL 5)  |
| <input type="checkbox"/> Intellectual depth, breadth, & adaptiveness (PUL 4, PGPL 1) | <input type="checkbox"/> Values and ethics (PUL 6, PGPL 4)          |
| <input type="checkbox"/> Interdisciplinary education                                 | <input type="checkbox"/> Other (please describe)                    |

\*[Principle of Undergraduate Learning](#)

° [Principle of Graduate and Professional Learning](#)