LT@UC 2017 Call for Proposals
Submission Guidelines

Submission deadline: June 1, 2017

The goal of the 2017 LT@UC Conference is to provide a professional development experience that will have a significant impact on university educators, and in turn, enhance student success. Compelling proposals address the needs of today’s learners and educators by focusing on aspects of reflection, metacognition and self-regulation in the learning process.

You will be asked to enter the following information when completing the submission form online:

Presenter(s) Information (Lead and other)
- Name
- Title
- Institution
- Email Address
- Work/Home Address

Title (Note that there is a limit of 75 characters, including spaces and punctuation marks)
Type the title as it should appear in the Program Guide. The title should not be in all capitals or all lowercase letters. If you use acronyms, spell out the words first and place the acronym in parentheses following the words.

Type of Presentation
- Session (20 minutes)
  A session may have a single presenter and should address a topic of interest to attendees within one of the keywords in the Keywords section (below). You should plan to share valuable information and demonstrate how you will present skills in an engaging and interactive format that allows for audience participation within the session.

- Lightning Talk (7 minutes of timed PowerPoint slides)
  A lightning talk is a focused micro presentation presenting one theme, where 21 slides, timed at 20 seconds, each advance automatically. There will be several sessions comprised of lightning talks. Your information may be a case study, new pedagogy, or other topic. Most importantly, the presentation must be not only quick, but insightful and clear to the attendees.

- Poster (Electronic or Paper)
  A poster is an opportunity to share research or project results to date as attendees
move through an area during a specified time. If electronic, the presentation must be displayed on your laptop. There will be multiple electronic posters being presented at the same time in the same area. Your laptop must be operating on battery power, as outlets are not available. LT@UC will not provide laptops, but wireless (internet) access will be provided. If paper, there will be an area for all paper posters to be presented at the same time in the same area.

Keywords (Select one)
• Strategies for Learning
  Presentation of data-driven decision-making in learning and teaching, where faculty explore phenomena, support previous work, and solve new problems related to one of the conference themes. This presentation may report on scholarly teaching, formal or informal research projects, learning factors, instructional effectiveness, and other related topics.

• Self-Regulated Learning
  Description of how learning guided by metacognition is incorporated into the classroom in terms of the planning and monitoring of an activity to ensure student success. In addition, an explanation of how students reflect on and monitor their learning is a key element of this theme.

• Student reflection, metacognition
  Strategies for how students use higher order thinking skills to come to new insights about their learning. Metacognition is cultivated when students are guided in reflecting on their experiences and actions in order to develop their awareness as learners.

• Assessment
  Presentation of types of assessment, both formative and summative, to provide feedback to improve performance and to measure student success. Proposals may focus on performance/proficiency testing, formative learning checks, program level assessments, using assessment to inform or adapt instruction, feedback tools and strategies related to one of the conference themes.

Program Guide Description (350 characters)
This description must be in English and should be in final, publishable format and free from spelling and grammar errors. It should give an accurate, clear and concise description of what will be presented. If you use acronyms, please spell out the words first and place the acronym in parenthesis following the words.

Content and Purpose (1000 characters)
The content and purpose must give the reader insight as to the relevance of your proposal in the higher education learning and teaching landscape. It should be clear,
specific, and detailed. It should show originality and provide new insight into the topic with reference to current practices. The content and purpose must clearly align with the keyword selected. The text in this section is for review purposes only and will not be printed in the final program.

**Outcomes** (350 characters)
This section describes what participants will learn and/or be able to do as a result of attending your presentation. Outcomes must be identified in no more than three statements and be measurable. You should answer the question:

*What are two or three things that participants should be able to do after attending your presentation?*

**Strategies for Engagement** (1000 characters – for Sessions only)
This section should highlight the presentational modes for your session. They should focus on how your information will be shared with the audience, and how it will be interactive, require their participation, and ensure that sessions at the conference are not passive.

**Manuscripty Query**
Do you wish at a later date to prepare a manuscript to submit for possible inclusion in the AFTL Journal for Research & Practice in College Teaching (JRPCT)?

The JRPCT is a refereed online journal that publishes articles focused on the promotion of student learning, and reflects the breadth of the work in the scholarship of teaching and learning. The JRPCT Editor will contact you with information and deadlines for submission of your manuscript.

- Yes
- No