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## Default Question Block

On May 3, 2023, the Conference for Advancing Evidence-Based Learning will bring together educators across Northeastern's global network to showcase and inspire research and evidence-based practice in teaching and learning.

This year's conference will be held virtually and focus on the theme, "Experience and Inclusion for Powerful Learning." Visit our [conference webpage](#) for more information. We welcome submissions from all Northeastern community members, including all faculty, instructors, staff, and students.

**Proposals are due by February 6, 2023 at 8:00 pm (ET).** If you have questions or would like to connect with a CATLR team member about your proposal ideas, please email ([catlr@northeastern.edu](mailto:catlr@northeastern.edu)) or call (+1-617-373-3157).

We look forward to reading your proposal!

## Presenter Details

### First Presenter Details

Please share the full name, email address, professional title and affiliation, and role for the first presenter. The first presenter must have a Northeastern email, and they will be the point person for communications from the conference team. If your proposal is for a synchronous session, the first presenter must be present. You may have a maximum of four presenters.

Full name

Email address

(Please use Northeastern email address)

Affiliation  
(name of department, unit, organization)

Role  
(faculty, co-op faculty, staff, post-doc, graduate student, undergraduate student)

Would you like to enter details for a second presenter?

- No  
 Yes

### Second Presenter Details

Please share the full name, email address, professional title and affiliation, and role for the second presenter.

Full name

Email address  
(Please use Northeastern email address, if available)

Affiliation  
(name of department, unit, organization, or company)

Role  
(faculty, co-op faculty, staff, post-doc, graduate student, undergraduate student, community partner, and/or industry partner)

Would you like to enter details for a third presenter?

- No  
 Yes

### Third Presenter Details

Please share the full name, email address, professional title and affiliation, and role for the third presenter.

Full name

Email address

(Please use Northeastern email address, if available)

Affiliation

(name of department, unit, organization, or company)

Role

(faculty, co-op faculty, staff, post-doc, graduate student, undergraduate student, community partner, and/or industry partner)

Would you like to enter details for a fourth presenter?

No

Yes

#### Fourth Presenter Details

Please share the full name, email address, professional title and affiliation, and role for the fourth presenter.

Full name

Email address

(Please use Northeastern email address, if available)

Affiliation

(name of department, unit, organization, or company)

Role

(faculty, co-op faculty, staff, post-doc, graduate student, undergraduate student, community partner, and/or industry partner)

#### Session Content and Format

## SESSION CONTENT AND FORMAT

The next pages ask for detailed information about your proposal. The form will prompt you to indicate your topic and format, and to provide an abstract.

Proposals may focus on any topic related to your educational practice. However, priority will be given to those focused on one or both of the following:

- **Experiential learning in courses:** These sessions describe the presenter's efforts to integrate authentic or applied experiences into academic courses. Examples may include XN, Service-Learning, undergraduate research, or other projects or experiences leveraging real-world data, artifacts, audiences, or contexts.
- **Equity and inclusion in curriculum:** These presentations highlight curriculum decisions made to increase inclusivity for a diverse student population. Possibilities, among others, include increasing representation in course materials, systematically including assignments with global learning themes, examining forms of inequity in a discipline, and adjusting course sequences to increase equitable outcomes.

CAEBL will showcase both works in progress and fully developed practices. Which category best describes the session you're proposing?

I would like to share work in progress - Works-in-Progress give attendees the opportunity to be inspired by an educational innovation or idea that is currently in development. These sessions can showcase either formal or informal educational practices that you think will be inspirational and meaningful to other faculty and staff educators, even though they are still in development.

Work-in-Progress formats available:

- 10-minute Presentation
- Digital Poster with Synchronous Q&A

I would like to share a fully developed practice with results - Results sessions give attendees the opportunity to learn about a presenter's fully developed and implemented educational practice including a description of results and impact. NOTE: While all results presentations are welcome, priority will be given to those that are evidence-based and research-informed.

Results formats available:

- 30-minute Presentation
- Digital Poster with Synchronous Q&A

My preferred Work in Progress session format is:

- 10-minute Presentation - Presenters will be grouped, ideally with related work, into shared sessions. Each presentation will be 10 minutes long with time for discussion between or after the presentations.
- Digital Poster with Synchronous Q&A - Posters (in a CATLR-provided template) are displayed online via the conference site, giving attendees the opportunity to asynchronously explore a colleague's work in a concise format. Posters may be accompanied by audio, video, or other artifacts to deepen attendees' understanding. Additionally, participants will have the opportunity to ask questions during a synchronous Q&A session.

My preferred Results session format is:

- 30-minute Presentation - Includes a 20-minute presentation and 10 minutes for Q&A.
- Digital Poster with Synchronous Q&A - Posters (in a CATLR-provided template) are displayed online via the conference site, giving attendees the opportunity to asynchronously explore a colleague's work in a concise format. Posters may be accompanied by audio, video, or other artifacts to deepen attendees' understanding. Additionally, participants will have the opportunity to ask questions during a synchronous Q&A session.

## Prompts

**CONTEXT.** Briefly describe the course, program, or other context of the educational practice that you would like to share. (maximum 100 words)

**OVERVIEW.** Briefly describe the educational practice that you would like to present and your motivation or goal for doing it. (maximum 100 words)

**SIGNIFICANCE.** Tell us what makes this work significant, unique, and/or and beneficial for other Northeastern educators. (maximum 100 words)

**RESULTS AND LESSONS LEARNED.** Provide some information about the results and impacts you have observed as well as what you have learned through the experience. (maximum 100 words)

**RESEARCH FRAMEWORKS AND EVIDENCE.** Priority will be given to those that are evidence-based or research-informed. If applicable, describe: the research frameworks that inform your work the data you have collected that provides evidence of the results and impacts you have observed your processes for collecting and analyzing the data. (maximum 200 words)

As we strive toward equity in the experience of all conference attendees, posters should be created using design practices that support accessibility (Microsoft article: [Make your PowerPoint presentations accessible to people with disabilities](#)). To support this, CATLR will provide a template for accepted posters. Please indicate your understanding of and commitment to creating an accessible poster.

I commit to using a CATLR-provided template and using accessible design practices for my poster.

Please provide a TITLE (maximum 110 characters, including spaces)

**ABSTRACT** (maximum 150 words) The abstract is a high-level summary of your work to be shared with conference participants on our website and in other materials. Please keep in mind that participants will represent a wide range of roles, including faculty, staff, administrators, post-doctoral fellows, undergraduate and graduate students, and community and industry partners. The language in your abstract should be accessible to all.

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