Categories for Proposal Submissions

to the Original Lilly Conference on College Teaching

* ***Research:*** Reports important results from own experience or research; describes problem clearly; gives context, citations, and references; provides baseline data; explains what researcher has done and why; and provides results.
* ***Innovation:*** Proposes innovation of theory, approach, or process of teaching and learning; provides original and creative ideas based on results of research by self or others; and outlines proposed strategy for or progress report in testing effectiveness of ideas.
* ***Application:*** Describes and assesses exemplary practice, for example in one’s own course, informed by theory and the literature.
* ***Integration:*** Integrates research of others in a meaningful way; compares or contrasts theories; critiques results; and provides context for future exploration.

Select one of the above four categories for your proposal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

For the category you selected, draft your four sections of descriptions (see reverse)

1.

2.

3.

4.

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Categories and Section Descriptions for Proposal Submissions to the

2015 Original Lilly Conference on College Teaching at Miami University

Research

1. Indicate your teaching/learning/institutional project: the problem, question, or opportunity addressed in your paper and why it was a problem or opportunity. Describe what you saw in your students,’ colleagues,’ or institution's behavior that you wanted to change. Describe the learning objectives you wanted students or colleagues to better achieve as a result of your project.
2. If your project involved a particular course or curriculum, briefly describe it, its students, and its place in the curriculum or program.
3. How did you solve the problem, answer the question, or address the opportunity? How is your approach different from ones that others have tried?
4. Assessment and baseline: Indicate how you determined the success and effectiveness of your project. You may use quantitative or qualitative data or both.

Innovation

1. Describe the planned innovation addressed in your paper and what motivates it. Describe what you see in your students,’ colleagues,’ or institution's behavior that you want to change. Describe the learning objectives you want students or colleagues to better achieve as a result of your innovation.
2. If your innovation involves a particular course or curriculum, briefly describe it, its students, and its place in the curriculum or program.
3. How is your innovation different from ones that others have tried?
4. Assessment and baseline: Indicate how you plan to determine the success and effectiveness of your innovation. If outcomes are not yet available, indicate when they will be (by the time of the session?).

Application

1. Describe the theory, approach, and revision that you applied in your course, curriculum, or program. Describe what you saw in your students,' colleagues,’ or institution’s behavior that you wanted to change. Describe the learning objectives you wanted students or colleagues to better achieve as a result of your application.
2. If your application involves a particular course or curriculum, briefly describe it, its students, and its place in the curriculum or program.
3. How is your application different from ones that others have tried?
4. Assessment and baseline: Indicate how you determined the success and effectiveness of your application.

Integration

1. Indicate the broad area of teaching and learning in higher education that you are integrating. Describe how your paper integrates the research of others in this area.
2. Compare and contrast the theories, innovations, and applications in this area.
3. Critique results in selected items in this area.
4. Provide a context and description for future exploration.