

# 2018 Transformational Teaching & Learning Conference Proposal Review Rubric

A committee of faculty will collaborate with the Office of the Dean of Faculties, the Center for Teaching Excellence, and Instructional Technology Services to select proposals to feature in the conference program of events. All proposals will be peer reviewed by at least two conference committee members. Proposals will be rated for four criteria, while the longer formats will be rated for an additional three for a total of seven criteria on a scale of **1 (Poor)** to **4 (Very Good)**.

## Presentation Format

### **SHORTER FORMATS (Rated for the first four criteria below)**

- Quick Fire – 5 minutes with a shared discussion time
- Short Presentation – 10 minutes with 5 minutes discussion
- Demonstration – 15 minutes with 5 minutes debrief
- Poster Session or Resource Table – 1 hour during the Plenary Showcase

### **LONGER FORMATS (Rated for all seven criteria below)**

- Medium Presentation – 20 minutes with 5 minutes discussion
- Spectrogram – 20 minutes to moderate an audience discussion about a controversial topic
- Fishbowl – 45 minutes with 4 to 6 discussants
- Talk-to-Me Table – 45 minutes of discussion between an expert and 2 to 3 colleagues
- Workshop – 45 minutes

<b>Evaluation Criteria</b>	<b>Poor (1 Point)</b> Does not adequately address criteria	<b>Fair (2 Points)</b> Addresses criteria with substantial weakness	<b>Good (3 Points)</b> Adequately addresses criteria	<b>Very Good (4 Points)</b> Strongly addresses criteria	<b>Not Applicable</b>
1. Title and description, which will be included in the conference program, are well written and clearly describe the intended audience and takeaways of the session					
2. Clearly addresses the conference mission and theme and/or supports the TTLC definition of transformational teaching and learning					
3. Approaches are appropriate for multiple contexts and/or disciplines					
4. Illustrates best practices, innovative techniques, new and/or effective methods for promoting transformational learning					
5. States the method of engaging conference participants in an intriguing, enlightening, and inspiring activity that is appropriate for the session type and use of time					
6. Incorporates principles of inclusiveness and/or universal design to meet the needs of all learners					
7. Includes student comments, reflections, and feedback that demonstrate support of teaching techniques or methods					