



Teaching and Learning Conference Abstract Guidance Document

Venue: Hybrid (Monica Partridge/Microsoft Teams)

Date: 27th April 2022

Conference Website: <https://www.nottingham.ac.uk/educational-excellence/services/teaching-and-learning-conference-2022.aspx>

This document is intended for anyone who wishes to submit for the Teaching and Learning Conference 2022 at the University of Nottingham. Included in the document are details on the types of sessions accepted for this year, how the proposal process works, guidance on writing your abstract and the criteria used for reviewing abstracts.

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Session formats:

Possible session formats are listed below. Please note that the final structure of the conference presentations will be determined on the basis of proposed contributions.

- **Papers:** (20 minutes with 10 minutes for questions) These provide opportunities to present scholarly, research based or practice based papers that are applicable to other contexts or disciplines.
- **Nano presentations:** (10 minutes) These provide opportunities to deliver short, dynamic talks which showcase a teaching innovation, idea, learning activity or method; or to report on a work in progress in learning and teaching research (e.g. preliminary research results); or to initiate collaborative work (e.g. call for participants), etc. these sessions are particularly suitable for sharing good practice.
- **Workshops:** (50 minutes) These focus on an innovative approach to learning and teaching and should involve a strong element of audience participation.
- **Symposia:** (50 minutes) These normally provide an opportunity for a group of contributors to present a collection of papers around a theme. (Related options may, however, be considered by the Conference working group).
- **Roundtable discussions:** (50 minutes) These provide an opportunity for participants to engage in active discussion with others regarding research in progress, completed work, or to debate a current higher education issue
- **Posters:** These provide an opportunity to provide a Poster (A1 in size, portrait orientation) as an alternative approach in presenting current or new work. The poster should be an eye-catching visual representation of a topic and will be mounted on display boards throughout the day in the main foyer. Presenters will be allocated a 5-minute slot in which to answer questions.



The Proposal Process:

Details on how to propose a Teaching and Learning Conference abstract can be found below, as well as guidance on structure and style.

- Proposals should be no more than **250 words**.
- Proposals should be submitted using the [proposal form](#).
- The form will require abstracts to be submitted in word or PDF form (this does not apply to UNNC/UNM colleagues, due to technical limitations with MS Forms).
- UNNC/UNM colleagues should submit their abstracts using the [UNNC/UNM Proposal Form](#).
- Please submit your proposal by **March 11 2022**. If you have any questions, please contact uazdcl@nottingham.ac.uk .
- Following submission, all abstracts will be anonymously reviewed by University of Nottingham colleagues.
- The outcomes of the review process will be communicated to contributors in the week commencing **28th March 2022**.



Writing your abstract¹:

A conference abstract is a concise summary of a proposed conference presentation. It is a stand-alone piece of writing that explains your intended presentation to the conference committee. It is, by nature, promotional (Swales and Feak 2000, 2009).

While some conference abstracts might be similar to research-paper abstracts, it should be clear that conference abstracts are not research paper abstracts.

Conference abstracts for research presentations are likely to differ from conference abstracts for workshops and other kinds of conference presentations.

Points to consider when structuring your abstract:

- Give a background or context to the given activity, making reference to previous related research or work.
- Explain the aims/objectives for the session, who the intended audience should be for the session and what session attendees will take away from the session
- Indicate what will actually happen (method and procedure) in the presentation
- Indicate the main findings of the research/activity discussed in the session.

Style guidance²:

- Do not directly refer to yourself or your institution in your conference abstract or abstract summary. Instead, refer to yourself anonymously in the third person, such as “the presenter.”
- Do not use quotations; instead, paraphrase.
- Do not use footnotes.
- Do not include any figures or tables.
- Do not use abbreviations.
- Spell out acronyms in the first mention. The generally accepted practice is to write out the full name first, followed by the acronym in parentheses in the first mention—for example, “Communicative Language Teaching (CLT).” You can then use the acronym CLT by itself in subsequent mentions.

¹ Adapted from Sawell, J. (2019) *How to Write an ELT Conference Abstract*, English Teaching Forum.

² Sawell, J., (2019) *How to Write an ELT Conference Abstract*, English Teaching Forum.



Abstract Review Criteria³:

Abstracts will be reviewed anonymously by UoN colleagues using the criteria listed below:

Checklist	Score	Notes
1. Does the conference abstract show that in some way the presentation is innovative—a new way to deal with a problem, a new strategy, a new technique, a new approach, or a new perspective? (0-3)		
2. Is there evidence that the presentation is in some way connected to the field's body of knowledge? (0-3)		
3. Does the conference abstract give the reader a clear idea of the intended presentation? (0-3)		
4. Does the proposed presentation seem to fit the intended audience? (0-3)		
5. Does the conference abstract clearly link to the University's Education and Student Experience Strategic Priorities ? (0-3)		
6. Does the proposed presentation seem to fit the time allotted for the presentation? (0-1)		
7. Does the abstract meet the word count? (0-1)		
8. Is the title relevant to the presentation? (0-1)		
9. Is the conference abstract free of abbreviations, quotations, symbols, and acronyms? (0-1)		
Total Score:	/19	

³ Adapted from: Sawell, J., (2019) *How to Write an ELT Conference Abstract*, *English Teaching Forum*



For Questions 1-5:

0= no evidence of meeting the criteria

1= limited evidence of meeting the criteria

2= some evidence of meeting the criteria

3= significant evidence of meeting the criteria