



Teaching and Learning Conference Abstract Guidance Document

- **Venue:** Online (23 April 2024) and Hybrid (24 April 2024), [Monica Partridge](#), University Park, UNUK, and connecting UNM, UNNC and UNUK campuses online via Microsoft Teams)
- **Date:** Tuesday 23 April and Wednesday 24 April 2024
- **Organised by:** UNUK, UNNC and UNM Teaching and Learning Conference Working Group
- **Call for submissions:** Open to all University of Nottingham (UoN) staff and students
- **Submission forms:** [UNUK MS Form](#), [UNNC MS Form](#), [UNM MS Form](#)
- **Submission deadline:** Friday 23 February 2024
- **Keynote:** To Follow

This document is for UoN staff and students who wish to submit an abstract for review for the UoN Teaching and Learning Conference 2024.

Before submitting an abstract, please review each section of this document, particularly the abstract review criteria. To navigate the different sections of the document, please click on the sections below.

- [Conference Focus and Themes](#)
- [Session Formats](#)
- [The Proposal Process](#)
- [Writing your Abstract](#)
- [Abstract Review Criteria](#)

Teaching and Learning Conference 2024 Webpage

If you have any questions about the Teaching and Learning Conference after reviewing this document and the [conference webpage](#), please don't hesitate to contact the [Conference Team](#).

Click to view: [Teaching and Learning Conference 2023: Abstracts and Sessions](#)

Submitting an abstract? Please also register as a conference attendee and circulate the registration form to any co-presenters.

- [UNUK Registration MS Form](#)
- [UNNC Registration MS Form](#)
- [UNM Registration MS Form](#)



Conference focus and themes

Conference focus

Thinking Higher: Interdisciplinarity and the Next Generation Curriculum

‘Thinking Higher’ explores the future of learning in higher education (HE) through the lens of interdisciplinarity and artificial intelligence (AI) technologies. Both promise new heights of knowledge integration and collaboration across wide-ranging academic fields and professions. A more holistic understanding of the world that ensues, arguably has potential to better equip students to address complex challenges of the C21st such as climate change or growing societal disparities.

The conference invites participants to delve into the related themes of interdisciplinarity and AI technologies, share stories of navigating challenges and opportunities, and contemplate the next generation curriculum and future of learning.

If you have novel ideas for conference sessions on any aspect of learning and teaching or the student experience outside the afore-mentioned themes, we enthusiastically invite you to submit a proposal under theme three ‘Other Considerations for the Future of Learning’. Multiple submissions from individuals are welcome.



Conference themes

- **Theme One - Interdisciplinarity**

An interdisciplinary mindset is characterised by the crossing of traditional boundaries between disciplines and schools of thought, and collaboration across academic fields, sectors, or professions.

This theme delves into the theoretical foundations and practical applications of interdisciplinarity and considers implications for the present and future of learning in HE institutions.

- **Exploring Interdisciplinarity**

The conference invites participants to explore the concept and mandate of interdisciplinary education in HE, its potential to bridge academic disciplines, sectors, and professions, its relevance in solving real-world problems, and what an interdisciplinary mindset is.

- **Navigating The Practical Terrain**

Case studies of interdisciplinary course development, or the challenges of delivering interdisciplinary teaching including collaboration hurdles, timetabling, technology, pedagogical methods and more. Participants could reflect on specific interdisciplinary models or programmes, strategies to maximise opportunities and mitigate challenges, or share strategies for effective collaboration across disciplines, sectors, or professions.

- **Envisioning the Future**

Participants might contemplate how universities can be better equipped to develop an interdisciplinary mindset and deliver effective interdisciplinary teaching. Discussions may encompass the role of emerging institutes, technology and artificial intelligence enhanced interdisciplinary learning, curriculum design and course development, blended learning models, curriculum management tools, and more.

Submissions are not confined to the examples mentioned. We enthusiastically welcome contributions encompassing any facet of interdisciplinarity and teaching and learning or the student experience.

- **Theme Two – Artificial Intelligence Technologies**



We are in uncharted territory, facing fundamental questions about how the future of learning in HE will be (re)shaped by AI technologies - what should be taught and how, the changing responsibilities of educators, and ethical implications of AI.

This theme invites participants to explore in the HE context key philosophical questions raised by AI or real-world applications of AI technologies and how to navigate the manifold opportunities and challenges therein.

Through the lens of teaching and learning or the student experience, participants might explore:

- Philosophical, social, political, or practical questions AI technologies pose for HE or approaches to making sense of the role of AI in HE.
- Case studies of AI implementation: opportunities, challenges and lessons learnt.
- Upskilling to embrace AI in HE (Professional Development).
- Navigating the practical terrain of learning and teaching in an AI world: curriculum development, interdisciplinarity, teaching methods or pedagogical implications of AI for EDI, assessment, personalised learning, student engagement, well-being, mental health and pastoral care, progression, attainment, or employability and more.
- Navigating ethical implications of AI in HE: EDI, inclusivity, equity, biases, data privacy, or academic integrity and more.
- (Re)imagining the role of educators in AI-augmented university classrooms.
- Envisioning the university of the future in an AI world: AI and human expertise and values coalesce to nurture interdisciplinarity, creativity, critical thinking, problem solving, or wellbeing?

Submissions are not confined to the examples mentioned. We enthusiastically welcome contributions encompassing any facet of AI technologies and teaching and learning or the student experience.

- **Theme Three - Other Considerations for the Future of Learning**



If you have novel ideas for conference sessions on any aspect of teaching and learning or the student experience beyond theme one and two, we enthusiastically invite you to submit a proposal.

Examples of areas you might like to explore (**but not limited to**):

- Awarding Gap.
- Educational Gain.
- Education for sustainable development.
- Feedback on assessed work.
- Global engagement or Nottingham global cohorts or classrooms
- Inclusive teaching or accessibility.
- Non-traditional delivery: insights and lessons learnt i.e., distance-learning courses, micro-credentials, foundation, or degree apprenticeships.
- The underexplored possibilities of Moodle.
- Towards a learning organisation culture and practice in HE.
- Tutoring or academic or pastoral support.
- Student voice or staff-student curriculum co-creation.
- Wellbeing and mental health.

Please (broadly) connect the focus of your submission to the overarching conference theme of the future of learning in HE. For example, your submission might end with a call to action, or you might include a recommendation for the future of learning or next generation curriculum in HE.



Session formats

Possible session formats are listed below. At the time of writing, we expect most paper and nano sessions will take place online on the 23 April 2024, and some will follow a hybrid format on the 24 April 2024. All other session formats will occur on the 24 April¹.

- **Papers:** (20 minutes + 5 for questions) A paper session provides opportunities to present scholarly, research based, or practice-based papers.
 - Provide an account of scholarship, empirical research, evaluation, policy and / or practice with the emphasis on drawing out insights, lessons learnt and effective practice(s).
 - Actively involve participants (through discussion or other activities) with your scholarly ideas, experiences, stories, tools, and / or innovative approaches to addressing challenges, and / or findings.
- **Nano presentations:** (10 minutes) These provide opportunities to deliver short, dynamic talks which showcase a teaching innovation, idea, learning activity or method; 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, provide an in-depth exploration of the aspect of learning and teaching under exploration, 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:** (N/A) These provide an opportunity to use a Poster (A1 in size, portrait orientation) as an alternative approach to present 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 of the Monica Partridge Building. Presenters will be allocated a 5-minute slot in which to answer questions.
- **Pre-recorded / Video Poster Presentations:** (3 minutes) These provide an alternative format to a physical poster. Video Posters can come in any form including a recorded PowerPoint presentation and will be made accessible to conference delegates throughout and following the conference via the online

¹ Pre-recorded / Video Poster Presentations will be accessible to view on the 23 April and 24 April 2024.



Teaching and Learning Conference Gallery. All pre-recorded content must be submitted in advance of the conference.

- **Other:** We encourage creativity in applications. If your proposal does not fit with the session formats listed above, please use the 'Other' option when submitting a proposal. The 'Other' option provides an opportunity to propose alternative ways to engage attendees in-person and / or online. For example, through (and not limited to) an art installation, dance, song, creative images, and / or fireside chats with 2-3 attendees at a time. Proposals submitted under 'Other' should not replicate any of the session formats listed above.



The Proposal Process:

How to submit a Teaching and Learning Conference abstract including key dates can be found below.

- Proposals should be no more than **250 words (exclusive of the title)**.
- UNUK proposals should be submitted using the [UNUK Submission Form](#)
 - The UNUK MS Form requires abstracts be submitted by uploading an MS Word document (this does not apply to UNNC/UNM colleagues, due to technical limitations with MS Forms UNNC/UNM colleagues are kindly asked to enter the abstract directly into the MS Form text box and keep a paper copy of the abstract for their records).
- UNNC and UNM colleagues should submit their abstracts using the [UNNC Submission Form](#) and [UNM Submission Form](#).
- Please submit your proposal by **Friday 23 February**. If you have any questions, please contact brzjeb2@exmail.nottingham.ac.uk.
- Following submission, all abstracts will be reviewed by University of Nottingham colleagues using a double-anonymous peer review process².
- The outcomes of the review process will be communicated to contributors by **Thursday 28 March**.

² In the double-anonymous peer review, reviewers do not know who authors are and authors do not know who the reviewers are.



Writing your abstract³

Points to consider when structuring your abstract

A conference abstract is a concise summary of a proposed conference session. It is, by nature promotional (Swales and Feak 2000, 2009). Please do **not** include any identifying information about any of the contributors in the abstract. This will support the double-anonymous peer review process noted above.

- **Innovative and scholarly:** Give a brief background or context to the given activity, referring to previous related scholarship or work (i.e., this session draws on Zhu et al's (2023) idea of...), and state the mandate for the session. The mandate could be exploring or addressing a gap in knowledge, an under-explored area, a pertinent problem, a novel approach, technique, solution or perspective proposed, or enhancing understanding of a particular theory, idea, policy, practice, or tool etc.
- **Clarity and coherence:** Briefly note the aim(s) of the session, the main findings or points that will be discussed, and what attendees will learn / take away (outcomes).
- **Engagement:** Indicate what will happen during the session - how you intend to engage your audience in active participation i.e., I / we intend to use questions, discussion, or reflective moments to engage attendees.
- **Alignment (and session format):** To support the review process, at the end of the abstract, note the theme that is the basis of your abstract submission i.e., Theme, 1, 2, or 3, and the type of session you are proposing i.e., Paper or Workshop etc. Each submission / abstract can propose one theme and one session format only.
- **Collaborative:** Collaboration with students (student collaboration) or colleagues across disciplines or professions and job families (interdisciplinary collaboration) in the design and / or delivery of the proposed session is encouraged. Where applicable, please mention any such collaboration, for example you could note at the end of the abstract - student collaboration and / or interdisciplinary collaboration involved in design or delivery.

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



Style guidance⁴:

- If proposing a session based on the presenter's scholarly work, research, or other projects, please clarify the tense i.e., is the work complete, ongoing, or intended i.e., planned to occur in the future.
- 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 direct quotations; instead, paraphrase and put references at the end of sentences i.e. (Zhu et al, 2023).
- Do not use footnotes.
- Do not include any figures or tables or bibliography.
- 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.

⁴ Sawell, J., (2019) *How to Write an ELT Conference Abstract*, *English Teaching Forum*.



Abstract Review Criteria⁵:

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

- **Innovative**
- **Scholarly**
- **Clarity and coherence**
- **Engagement**
- **Alignment**
- **Collaborative**
- **Title, timing, word count, and style**

Criteria / Checklist	Score	Notes
1. Innovative: Does the conference abstract show that in <i>some way</i> the presentation is innovative i.e., addressing a gap in knowledge, an under-explored area, a pertinent problem, a novel approach, technique, perspective, or solution proposed, or enhancing understanding of a particular theory, idea, policy, practice, or tool etc. (1-4)		
2. Scholarly: Is there evidence that the abstract is in some way connected to the field's body of knowledge? (1-4)		
3. Clarity & coherence: Does the conference abstract give the reader a clear idea of the intended presentation i.e., clarity of aims or objectives, content, outcomes, and do these cohere? (1-4)		
4. Engagement: Does the proposed session (content) seem of likely interest to the intended audience, include <i>some</i> mention of techniques likely to encourage / facilitate the active participation of delegates (pedagogy), and is the chosen session format likely to deliver session aims / objectives / outcomes? (1-4)		
5. Alignment: Does the conference abstract contribute to one of the		

⁵ Adapted from: Sawell, J., (2019) *How to Write an ELT Conference Abstract*, English Teaching Forum



Criteria / Checklist	Score	Notes
Conference themes (1, 2, or 3)? (1-4)		
6. Collaborative: Does the proposed session include student collaboration or interdisciplinary collaboration (across disciplines, professions, or job families) in design or delivery (1-2)		
7. <i>Title:</i> Is the title relevant to the presentation / session proposed? (1-2)		
8. <i>Timing:</i> Does the proposed session seem to fit the time allotted for the session format proposed (please see session formats above)? (1-2)		
9. <i>Word Count:</i> Does the abstract meet the word count (250 words, not including the title)? (1-2)		
10. <i>Style:</i> Is the conference abstract anonymised, free of abbreviations, quotations, figures, tables, and footnotes, bibliography, and are acronyms spelt out in full first time they are used? (1-2)		
Total Score:	/ 30	

For Questions 1-4:

- 1= no evidence of meeting the criteria
- 2= limited evidence of meeting the criteria
- 3= some evidence of meeting the criteria
- 4= significant evidence of meeting the criteria

For Questions 5-10:

- 1 = No
- 2 = Yes