

Request For Proposals:

National Association of Biology Teachers Annual Biology Professional Development Symposium

2018 National Conference

November 8-11, 2018

Sheraton San Diego Hotel and Marina, San Diego, CA

Due Date for Submission: JUNE 15, 2018 at Midnight Pacific Time

Introduction: We invite you submit a proposal to the Annual Biology Professional Development Symposium coordinated by the NABT Four-Year College & University Section's Professional Development Committee. This is a refereed session to be presented at the National Association of Biology Teachers' Conference (November 8-11, San Diego, CA). We welcome all life sciences education researchers and professional development practitioners from two-year and four-year colleges and universities.

2018 Symposium Theme: Our theme for the Professional Development Symposium this year is *Merging Theory and Practice: Forging New Roads in Professional Development*. The 2018 theme seeks to highlight projects *with strong ties to theoretical frameworks and relevant evidence-based literature*, including (a) implementation of professional development initiatives OR (b) research on professional development initiatives. Proposed projects may focus on undergraduate instructional assistants, graduate teaching assistants, and/or faculty; including those at various institutions of higher education (e.g. community colleges, liberal arts colleges, and universities). Preference will be given to projects that focus on group-level change, such as those at the institutional, college, departmental, or working group level (e.g. professional learning communities); however, individual-level change efforts to pursue professional development may be considered. All presentations should have clear ties to the professional development literature and, ideally, to relevant theoretical frameworks to explain the nature of the project and/or its findings.

Proposal Structural Guidelines: The first page of the submission should be a cover page with the names of all authors with organization affiliation and contact information, submission title, and no longer than a 200-word abstract for the symposium program if selected. Submissions should be submitted as a Microsoft word document with a maximum of 3 pages (not including references, tables or figures) in length and using APA formatting. A descriptive title should be included at the top of the page along with author information. The body of the proposal should address the criteria outlined in the submission guidelines below and be word processed using 11 point font, single-spaced, with 1" margins.

Proposal Content Guidelines: Please include the following in your proposal.

- 1. Context for Change:** A clear description of the context in which the change initiative took place and the nature of the change initiative.
- 2. Category of Change:** Identify and provide a brief description of the change initiatives location within the foursquare model on the following page. Is your change initiative about: 1) disseminating curriculum and pedagogy, 2) developing reflective instructors, 3) enacting policy, or 4) developing a shared vision?
- 3. Grounding of Change Initiative:** Describe the empirical research or theoretical framework(s) in which your change initiative is grounded.
- 4. Current Outcomes of Change:** Highlight successful or less than successful outcomes of the change initiative by sharing either qualitative or quantitative evidence for change (or lack thereof).
- 5. Scalability of Change:** Offer some thoughts for how your initiative within your particular context might be scalable to other contexts.

6. Implications: Offer implications from your projects for (a) professional development designers, (b) professional development researchers, and/or (c) individuals seeking to advance their pedagogy.

Submission Guidelines: Send your completed proposal to nabtpdsymposium@gmail.com with the phrase “2018 NABT PD Proposal” in the email subject line. Members of the committee will review proposals in June and select proposals based on alignment with the theme, appropriateness of described project, and diversity of contexts. Submitters will be notified of acceptance in early July 2018. All presenters are expected to register for the NABT conference. The format will be traditional 15-minute presentations, followed by time for presenters to share practical tools with attendees in round-table discussions.

Four Square Model for describing the nature of Change in Undergraduate STEM

FACILITATING CHANGE IN UNDERGRADUATE STEM

Aspect of System to be Changed	<i>Individuals</i>	<p>I. Disseminating: CURRICULUM & PEDAGOGY</p> <p>Change Process: Tell/Teach individuals about new teaching conceptions and/or practices and encourage their use.</p> <p>Examples: dissemination/training (SER, FDR), focused conceptual change (FDR)</p>	<p>II. Developing: REFLECTIVE TEACHERS</p> <p>Change Process: Encourage/Support individuals to develop new teaching conceptions and/or practices.</p> <p>Examples: reflective practice (FDR), curriculum development (SER), action research (FDR, SER)</p>
	<i>Environments and Structures</i>	<p>III. Enacting: POLICY</p> <p>Change Process: Prescribe new environmental features that Require/Encourage new teaching conceptions and/or practices.</p> <p>Examples: policy change (HER), strategic planning (HER)</p>	<p>IV. Developing: SHARED VISION</p> <p>Change Process: Empower/Support stakeholders to collectively develop new environmental features that encourage new teaching conceptions and/or practices.</p> <p>Examples: institutional transformation (HER), learning organizations (HER)</p>
		<i>Prescribed</i>	<i>Emergent</i>
Intended Outcome			

The above figure is from Henderson, C., Beach, A. B., & Finkelstein, N. (2011). Facilitating change in undergraduate STEM instructional practice: An analytical review of the literature. *Journal of Research in Science Teaching*, 48, 952-984. doi: 10.1002/tea.20439.