2020 SOTL-China International Conference
Call for Proposals

August 21ˢᵗ-23ʳᵈ, 2020

The 2020 SOTL-China International Conference, which is organized in conjunction with Beijing Institute of Technology and the International Society for the Scholarship of Teaching and Learning (ISSOTL), will be held from **August 21ˢᵗ to 23ʳᵈ**, 2020. This will be the first SOTL international conference held in China. The conference will be held **ONLINE** due to COVID-19 pandemic.

In this conference, we will share frontier research on teaching and learning, and gather researchers and teachers across the globe to promote excellent teaching and learning and to lead faculty development in higher education.

Conference theme

SOTL：Global Vision & Local Practice

Categories

1. **The domains of scholarship in different cultural backgrounds**

2. **SOTL from an international perspective**

3. **The practice of SOTL in higher education in China**

4. **SOTL in different disciplines**

5. **The domains of scholarship and faculty assessment**

Important dates

July 10 – Proposal submission deadline (extended)

August 10 – Online registration deadline

Online registration has been opened.

Please click the following link to go to the online registration site：
http://SOTL-China2020.bit.edu.cn/En .

Agenda in glance

Time (China Standard Time)	Time(EDT)	Activities	Activity Form	Note
Friday, August 21 19:00 -22:00	Friday, August 21 7:00 -10:00	Pre-Conference Workshops	Conference attendees will receive the link of specific online session in the run-up to the date of the event.	Quota is limited, Need to register in advance.
Saturday, August 22 9:00 -12:00	Friday, August 21 21:00 -24:00	Welcome& Opening Ceremony and Keynote Speech		Simultaneous Interpreting
Saturday, August 22 19:00 -22:00	Saturday, August 22 7:00 -10:00	Conference Sessions		Need to participate in sessions with real names.
Sunday, August 23 9:00 -12:00	Saturday, August 22 21:00 -24:00	Keynote Speech and Closing Ceremony		Simultaneous Interpreting
Sunday, August 23 19:00 -22:00	Sunday, August 23 7:00 -10:00	Post-Conference Workshops		Quota is limited, Need to register in advance.

Speakers and Moderators

1. Keynote Speakers

Zhao Juming， Professor, Institute of Education, Huazhong University of Science and Technology .He is Consultant of the Center for Enhanced Learning and Teaching (CELT), Beijing Institute of Technology He serves as Vice Chairman and Secretary General of Academic Committee on Development of Universities and Colleges in China Higher Education Society. Research interests: studies on universities and colleges, American higher education, and policies on higher education.

Anthony Ciccone， Professor, University of Wisconsin (Milwaukee)，He has served as President of the International Society for the Scholarship of Teaching and Learning (ISSOTL) and Director of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). He is former director of the UW System Undergraduate Teaching Improvement Council (UTIC, now OPID) and the Wisconsin Teaching Fellows Program. Research Interests: French teaching, localization and internationalization of SOTL.

Chen Xiangming， Professor, School of Education, Peking University. She is president of the Academic Committee of the Basic Education Research Center of Peking University, member of the Academic Committee of Social Sciences, and director of the World Association of Lesson Studies. Dr. Chen's major research interests are research methodology in social sciences, teacher education, curriculum and instruction.

Fan Yihong, Professor of Higher Education, Institute of Education, Xiamen University and Advisory Professor of Academic Affair's Office, Southwest Jiaotong University, China. Her research and practice areas range from organizational learning, management and leadership for fostering creativity and innovation, faculty development, supporting systems for innovation in teaching and learning, to creativity education, holistic education, blended learning, innovative course design and implementation, etc.

Michelle Yeo， Academic Director of Institute for the Scholarship of Teaching and Learning; Faculty Development Consultant of Academic Development Centre, Mount Royal University; President of International Society for the Scholarship of Teaching and Learning (ISSOTL). Her research interests include faculty development in curriculum, assessment, Scholarship of Teaching and Learning, and decolonizing practices in higher education.

Denise Stockley， Professor and Scholar in Higher Education with the Office of the Provost (Teaching and Learning Portfolio) and the Faculty of Health Sciences at Queen's University, Canada. President of the Canadian Society for Teaching and Learning in Higher Education (STLHE). Her research interests include advancing scholarship within post-secondary environments, educational development, research ethics education, and systems-level change/research.

2. Moderators of Workshops

Sang Xinming, Professor and Doctoral Supervisor of Higher Education, Institute of Education, Nanjing University. Adjunct Professor at National Center for Education Development Research. Adjunct Professor at Peking University (1993-2008). His research interests: education philosophy, future education, education technology and learning science, education informatization and university reform.

Pre-Conference Workshop

Team Learning and Teaching in SoTL

This workshop is guided by the conception of "Tai Chi Acdemy" and contemporary science of learning.In this workshop, we will discuss the issues of team teaching and team learning in the combination of theory and practice.We will organize teachers to reflect, discuss, create cases, micro-classes and do other practical activities of SoTL.Participants are asked to "come with results, come with questions, come with expectations".The experts will share their relevant theories, practices and cases, and invite the students to show up, including the "Tai Chi Acdemy" team model. Participants will involve in the process of creating, communicating, and publishing practical results of SoTL to deepen their understanding of SoTL.

Xie Yangbin， Teacher of the Learning Support Center of Ocean University of China,

Doctor of Higher Education. His research interests: SoTL, the science of learning and educational technology.

Spencer Benson, is the Consultant at the Graduate School and the Teaching and Learning Transformation Center, the Founder and Director Education Innovations International Consulting (Eii-Consulting, LLC), University of Maryland. He is also the Editorial Board Member of Journal of Excellence in College Teaching (JECT) and Learning Communities Journal (LCJ), USA. He is the Consultant of Center for Teaching and Learning of Nanjing University. Research Interests: teacher development, outcomes-based education (OBE), innovative pedagogy, instructional evaluation, STEM pedagogy and so on.
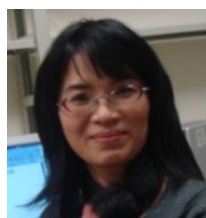
Ding Yan, Associate Professor of Research Institute for Higher Education, Fudan University. Dr. Ding is vice director of the Center for Teaching and Learning of Fudan University, member of the Chinese Higher Education Development network (CHED) Academic Committee, and member of the Japan Comparative Education Society. Her research interests include teaching and learning development in universities, teaching evaluation, pedagogics etc.

Pre-Conference Workshop

Integrating SoTL into Your Teaching: How Teaching is Research

In this virtual hands-on, minds-on workshop we will discuss the overlaps between; good teaching, scholarly teaching, teaching as research (TaR) and scholarship in teaching and learning (SoTL). We will look at their interconnections, differences, and how they build upon each other. As a community of learners, we will identify the challenges and benefits of integrating SoTL into one's own teaching. Participation in this workshop will help you to identify and carry out the steps and processes necessary to envision, implement, and disseminate a SoTL project. Participants are encouraged to think about a teaching or learning issue or question that interest them, and bring ideas, questions, and examples from their own teaching they might want to develop into a SoTL project.

Pre-Conference Workshop

Exploring Research Questions in Classroom Teaching

In this workshop, the lecturer will lead you to discuss and solve the most basic problem in teaching research, that is, "how to determine effective teaching research questions" and "how to use classroom observation tools to explore research questions". It includes:

1. What are the different types of teaching research questions?

2. How to formulate a clear and meaningful teaching research question?

3. How to test whether the questions of teaching research are appropriate?

4. How to do classroom teaching observation and analysis by using tools?

Li Saiqiang, Professor and Deputy Director of the Center for Teaching Advancement and Faculty Development, Undergraduate School, Shandong University. She is member of the Chinese Higher Education Development network (CHED) Academic Committee, trainer of the Instructional Skills Workshop (ISW), and Fellow of Higher Education Academy (HEA) UK. Her research Interests: the development of college teachers, the academic guidance for college students.

Yang Xianmei, Associate Professor of school of life sciences, Fudan University. She has achieved her PhD in at University of Texas at Austin. Her research focus on molecular genetics of tumors.

Fan Yihong, Professor of Higher Education, Institute of Education, Xiamen University and Advisory Professor of Academic Affair's Office, Southwest Jiaotong University, China. Her research and practice areas range from organizational learning, management and leadership for fostering creativity and innovation, faculty

Pre-Conference Workshop

Practical Strategies of SoTL Activities

The workshop is conducted in a two-line parallel and interactive way so that participants can learn by doing. One line is to introduce the basic methods and research steps of the SoTL Activities of university teachers, encourage teachers to reflect on the problems in teaching practice, transform the problems in teaching practice into research questions, and explore topics with research value; the other line is to invite front-line teachers to share the successful experience in SoTL Activities, clarify the design ideas and internal logic of teaching and research topics through case analysis, and select research methods and design research steps according to the topic selection. Finally, take two papers on the scholarship of teaching in the journal of Science as examples, deconstruct the research process and presentation of teaching academic achievements, and share domestic and foreign resources of SoTL Activities.

Post-Conference Workshop

PBL Interdisciplinary Course Design in the Perspective of Multiple Scholarship

The objective of this workshop is to let the participants experience how multiple scholarship and PBL could lead to innovative course design and development. Specifically, through sharing four innovative courses ranging from engineering, general education, specialized program and interdisciplinary courses, participants would learn how multiple scholarship could lend the idea of expanding teaching and learning to connecting learning with solving real life

development, supporting systems for innovation in teaching and learning, to creativity education, holistic education, blended learning, innovative course design and implementation, etc.

Pang Haishao, Professor and Doctoral Supervisor of Higher Education at the School of humanities and social sciences, Beijing Institute of Technology. She is the Director of Center for Enhanced Learning and Teaching (CELT), and the Secretary-General of Chinese Association for Suzhi Education (CASE). She is the Visiting Scholar of Columbia University and the Chinese University of Hong Kong. Her research concerns General Education and Suzhi Education, College Faculty Development, Scholarship of Teaching and Learning and Higher Education Management.

problems and integrating knowledge from different fields. The New Engineering course Steel Structure Design used PBL in course design and implementation; the interdisciplinary General Education courses The Dance of Life, Thinking of Design applied multiple scholarship and PBL to promote all-round development of students; and the 10-teacher trans-disciplinary course Co-Creating a Life of Beauty and Wisdom facilitated student self-organized group learning and PBL. All those courses transformed teacher-centered classroom teaching to creative students learning. The participants of this session can exchange and discuss the design, development and implementation of these courses with the course designers. If online conditions permit, participants can use the PBL Outline in groups to discuss the ideas of and approaches to designing a PBL course or PBL interdisciplinary course.

Post-Conference Workshop

Instructional Design on Student-centered Blended Learning

In this workshop, participants will systematically learn the instructional design on student-centered blended learning by reflecting on their own student-centered concepts, recognizing the main models of blended learning, and designing blended teaching plan.   Participants will also be provided with design tools and templates. Through the workshop learning, participants will learn to acknowledge the student-centered learning concept and be able to combine their own teaching practices to develop a pilot design on student-centered blended learning.

Wang Qing, Assistant professor of education in School of Humanities and Social Sciences, Beijing Institute of Technology. He has achieved his PhD in education at Purdue University, College of Education. His research interests include curriculum and instruction, teacher education, and narrative inquiry. Dr. Wang has hosted several workshops focusing on instructional design and built a MOOC on discussion-based teaching method.

Wang Qiong, Professor in Educational Technology, Peking University. Director of the X-Learning Center of Peking University. Her research interests include rationale and research methodology for educational technology, e-learning environment design, instructional design, ICT national strategy, digital campus plan, and teacher professional development. Dr. Wang recently focus on AIED and online data analysis.

Post-Conference Workshop

How Teachers Do Teaching Research

In this workshop, we will introduce the research that teachers can carry out, how to carry out the research, and how to publish the research findings in the way of case appreciation. In order to enhance the pertinence of the workshop, teachers' teaching research papers will be collected before the meeting. Two representative studies will be selected, and we will guide the participants to discuss and improve the two research designs, and to distiniguish the differences between teaching research papers and work experience reflections.

Gao Qi, Lecturer in School of Automation，and Associate Director of Center for Enhanced Learning and Teaching (CELT) , Beijing Institute of Technology. He is Fellow of International Society for the Scholarship of Teaching and Learning (ISSOTL) and member of Academic Committee of the Chinese Higher Education Development network (CHED).

Post-Conference Workshop

Scholarship of Teaching and Learning(SoTL) and Faculty Development(FD)

Starting from the core concepts of SoTL and FD, this workshop will take you to understand the close relationship between them through a large number of participatory activities, and discuss how to help teachers' teaching growth and improve their SoTL research level through the design of projects and activities.

Sun Jianrong, Professor &Associate Vice President, Dean of University International College, Director of Educational Development Centre, Director of Quality Assurance Office, Macau University of Science and Technology. Serves for a number of accreditation agencies (the Higher Learning Commission, USA; Ministry of Education, China; APQN, Asia, HKCAAVQ); Areas of work and research: institutional accreditation, e-learning, assessment of student learning outcomes faculty development, quality assurance in higher education, pragmatics.

Post-Conference Workshop

Course-Embedded Assessment of Learning Outcomes for Ideology Nurturing Embedded in College Teaching

After this workshop, the trainees are able to consider the following aspects in ideology education in course design:

1.design assessment approach according to the course type

2.design assessment system according the assessment approach

3.design assessment system based on the idea of OBE.

Based on the evidence-based program accreditation, alone with the course-embedded assessment approach, this workshop intends to provide two kinds of learning outcome assessment design, one is quantitative assessment approach and the other is qualitative assessment approach for ideology education in course design.

Participants of this workshop please prepare your course syllabus (or course plan, course design, course objectives) in advance, which are the materials for this workshop.

Registration

Online registration has been opened. Please click the following link to go to the online registration site：http://SOTL-China2020.bit.edu.cn/En. The online registration will remain open until August 10th, 2020.

	Academic	Full-time Student	Note
Standard Registration	800 RMB	500 RMB	The registration fee will cover: Keynote Speeches and Conference Sessions activities; Presentation slides released online with the approval of the speakers; One pre- or post-conference workshop.
Workshop Registration	500RMB per workshop Workshops can be registered separately from the conference.		

Forms and Formats for Presentation

1. Research Paper

The research paper will be presented in parallel sessions and should comply with the research paradigm of SOTL, including questions, methods, analysis, and conclusions, and approaches to encourage dialogues and participation of audiences.

Research paper proposals should be submitted by the first author; each paper will be given a 30-minute presentation slot, including 5-10 minutes for questions and discussion.

Please submit the following information when you submit a research paper: biographies of all authors, title (within 100 characters), abstract (within 100 words), and proposal details (within 500 words).

2. Panel

Panels are intended to provide panelists and audience the opportunity to exchange insights, engage in discussion, and learn from each other's experience in the field of SOTL. Panel proposals should be submitted by the panel moderator; each panel should have two to four panelists. The time for each panel is 60 minutes or 90 minutes.

Please submit the following information when you submit a panel proposal: biographies of moderator and panelists, title (within 100 characters), abstract (within 100 words)，the abstract part of the proposal text should describe the panel as a whole (may also include descriptions of individual contributions and titles within the panel), and proposal details (within 500 words).

3. Round Table

In the round table, the moderator will lead the participants to engage in an equal, open and in-depth discussion on SOTL topics. Each participant will share his own ideas, suggestions or experience. Round table proposals should be submitted by the moderator. It is recommended to design several topics (with case studies, reading materials, etc.) for participants to discuss. The time for each round table should be 60 minutes or 90 minutes.

Please submit the following information when you submit a round table proposal: biography of moderator, title (within 100 characters), abstract (within 100 words) ， and details of topics and reference material(within 500 words).

4. Poster

Poster proposal is based on specific SOTL research or SOTL project. It will be presented at a poster session. Posters offer the opportunity to

have in-depth conversations with audiences. There will be a 90-minute poster session for this conference.

Please submit the following information when you submit a poster: biography of author, title (within 100 characters), abstract (within 100 words), and poster details (within 500 words). After the poster proposal is accepted, the author is requested to make poster according to the poster template provided.

5. **Workshop**

The conference will feature pre-conference and post-conference workshops facilitated by leading scholars in the field focusing on the themes of the conference.

The conference welcomes proposals on any aspect of the theme. For the specific format, please refer to the requirements in the registration system.

The author of the submitted research paper and poster presentation is encouraged to submit the full text of the paper along with the proposal. For the format of the paper, please refer to the "Instructions for full paper submission" in the appendix. After the conference, excellent papers will be recommended to relevant educational and SOTL journals.

Organizers

Beijing Institute of Technology

Co-Organizers

International Society for the Scholarship of Teaching and Learning (ISSOTL)

Chinese Association for Suzhi Education (CASE)

Higher Education Institutions Teacher online Training Center

Chinese Higher Education Development Network (CHED)

Journal of Open Education Research

Journal of Higher Education Development and Evaluation

Academic Committee

Committee Chairman

Zhao Juming, Consultant of the Center for Enhanced Learning and Teaching, Beijing Institute of Technology; Professor of Huazhong University of Science and Technology

Committee Co-Chairman

Michelle Yeo，President of ISSOTL, the Academic Director of Mount Royal's Institute for the Scholarship of Teaching and Learning, Mount Royal University

Chen Xiangming, Chair of Academic Committee of Graduate School of Education, Peking University

Pang Haishao, Director of the Center for Enhanced Learning and Teaching, Beijing Institute of Technology

Committee Members

Kathy Takayama, University of Maryland

Karena Waller, University of Melbourne

Colin Jevons, Monash University

Zhou Junqiang, Zhejiang Normal University

Xie Yangbin, Ocean University of China

Zhou Ling, Beijing Institute of Technology

Wang Ying, Beijing Institute of Technology

Gao Ling, Beijing Institute of Technology

Bao Haiqin, Beijing Institute of Technology

Zheng Jiaran, Beijing Institute of Technology

Gao Qi, Beijing Institute of Technology

Organizing Committee

It is composed of personnel from the relevant departments in Beijing Institute of Technology, and personnel from the co-organizers.

Conference Secretariats

Center for Enhanced Learning and Teaching (CELT)

School of Humanities and Social Sciences

Beijing Institute of Technology

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