**Submission Form for Platform Presentations**

**8th International Conference of the Association of Biochemistry Educators**

**Instructions:**

* Save this document with a new title that keeps “ABE\_2021\_submission” but also includes your last name, first initial, and presentation format; examples: “SabinaR\_Panel\_ABE\_2021\_submission”, “FultonT\_SGDiscussion\_ABE\_2021\_submission”, “KingS\_Workshop\_ABE\_2021\_submission”
* Limit the Presentation Proposal portion to a single page using a 12-point font. Do not include tables or figures.
* **Please send your submissions and questions to abeproposals21@gmail.com**

**I. INTERACTIVE PRESENTATION FORMAT (please indicate with an ‘X’):**

***(POSTER AND SHORT ORAL PRESENTATION PROPOSALS WILL BE SOLICITED AT A LATER DATE. MOST SHORT ORAL PRESENTATIONS WILL BE SELECTED FROM POSTER PROPOSALS.)***

🞎 **Workshop**

Workshops are interactive learning sessions designed to facilitate skill-building. Most workshops should be designed for delivery to all participants (100-130 participants), but some may be designed for smaller breakout audiences (25-30 participants). Duration: 60 minutes

🞎 **Education Discussion Group Session (EDGrS)**

EGDrS are led by 1-2 facilitators who guide participants through discussion of an educational issue or theme. Duration: 60 minutes, including a **brief** introduction (<5 minutes and up to three slides) by the facilitators followed by a discussion amongst the attendees. *NOTE: These sessions should NOT be used as time to deliver ‘short talks’.*

🞎 **Panel Discussion**

Panel Discussions explore a range of perspectives and approaches to a well-defined educational issue. Duration: 60 minutes. Begins with a < **5 minute** presentation by a moderator and < 2 minute presentation by each co-panelist and is followed by a discussion with panel and audience. Limit of five panelists, including the moderator. The panel discussion should address specific questions or issues clearly stated by the moderator.

*NOTE: Panel moderator MUST ensure that adequate time is preserved for meaningful discussion with the audience and will manage the discussion to prevent a monopoly by individual audience or panel members.*

**II. PROPOSAL CONTACT & CO-AUTHOR INFORMATION**

***Proposals must be reviewed and approved by the co-authors prior to submission. All co-authors/presenters MUST be listed on the proposal*.**

**Primary Presenter (primary contact person):**

Full Name/Degree:

Institution:

Email:

Land Telephone:

Cell Phone:

Mailing Address:

**Additional presenters**

Full Name/Degree:

Institution:

Email:

Full Name/Degree:

Institution:

Email:

**Co-authors**

Full Name/Degree:

Institution:

Email:

Full Name/Degree:

Institution:

Email:

**III. PRESENTATION PROPOSAL FORMATS**

**A. FORMAT FOR WORKSHOP, PANEL, OR EDGrS**

**Title**:

**Background**:

**Objectives**:

At the end of this workshop, participants will be able to:

**Format/methods**:

**Products/materials**:

**Learner assessment/Outcomes**:

**B. FORMAT FOR INSTRUCTIONAL DESIGN SESSIONS**

The Instructional Design Challenge session proposals should follow the Educational Summary Report template for MedEdPORTAL (see attached).

**IV. REVIEW CRITERIA FOR ABE PLATFORM PRESENTATIONS**

* **Importance/Significance of the Topic:** Does the topic of the session address a significant issue? Is it relevant for a national audience? Does the instructional session cover a biochemistry topic that is not currently represented in MedEdPORTAL or introduce a novel teaching methodology for a topic represented in MedEdPORTAL?
* **Appropriateness of Topic:** Is the topic of the session appropriate for the ABE meeting? Does the session address an issue that will be of interest to attendees at the meeting?
* **Approach:** Does the session provide practical information that adequately addresses the stated issue?
* **Clarity:** Is the session well thought out and clearly presented in the abstract?
* **Plan to Promote Discussion/Interaction:** Does the session present a clear and adequate plan to promote discussion and interaction among attendees?
* **Generalizability/Transferability:** Will the session provide attendees with high quality information that they can take back to their home institutions? Can information learned at the session be transferred to other settings or institutions?
* **Qualifications of Presenters:** Do the presenters appear to be well qualified to lead the session?

**V. SUGGESTED TOPICS FOR 2021 CONFERENCE WORKSHOPS, EDGrS, AND PANEL DISCUSSIONS**

*A. Active Learning – engaging dental, medical, and pharmacy students*

Examples:

* Novel approaches to interactive learning
* Life-long learning (master adapter learner)
* Self-directed learning

*B. Student Assessment and Remediation*

*C. Integration of Biochemistry Teaching and Learning*

Examples:

* + Integration of biochemistry, genetics, and molecular biology
	+ Biochemistry in Inter-Professional Education (IPE)
	+ Assessment and teaching strategies focused on integration

*D. Education Research Methodologies*

Examples:

* + Designing Quantitative, Qualitative or Mixed Methods Research Studies

*E. Scientific Updates on Emerging Medical Areas*

*F. Professional Development Student Assessment and Remediation*

Example:

* + Instruction on new teaching and research skills
	+ Career development for promotion and tenure through educational scholarship

G. *Distance/Remote Instruction*

Example:

 Best Practices

 How do teaching/learning goals change

 How do we support student learning in a virtual environment?

 How does assessment change in a virtual learning environment?

 Student Engagement in a virtual learning environment?

 Student wellness

H. *Program Evaluation*

Example:

 What are the outcomes of your instructional program (course, block, etc…)?

 How do you advertise and choose the students for your program?

 What are the values of the various stake holders for your program?