



CALL FOR PROPOSALS SUBMISSION GUIDELINES

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Introduction

The Forum's events are known for high quality educational content, and offerings which are interactive and stimulate discussion, providing opportunities for learning, sharing, and networking among attendees. We are now accepting proposals for our Annual Conference. All proposals must be submitted electronically through The Forum's Proposal Submission Form. Please review the [Annual Conference webpage](#) or email conference@forumea.org with any questions regarding the Call for Proposals.

Session Modalities

The Forum will offer virtual programming February 26-27, 2025 and in-person programming in Toronto March 19-21, 2025 as part of the 2025 Annual Conference. The tentative schedule includes numerous session formats for both the in-person and virtual components. Please indicate whether you are willing to give your presentation online, in person, or both. For in-person sessions, all presenters must present on site in Toronto.

Resources for Virtual Presentations

- [How to Take Your Virtual Presenting to the Next Level](#)
- [Zoom/Video Conferencing Best Practices Revealed in New Research | Tech & Learning](#)
- [7 Ways to Crush Your Next Virtual Presentation \(from Go Skills\)](#)
- [Chat Storms](#)
- [Zoom Whiteboards](#)
- [Mural](#): Think collaboratively and visually to solve problems.
- [Mentimeter.com](#): Engage your audience and eliminate awkward silences (polling, word clouds).
- [Padlet](#): Make beautiful boards to collect, organize, and present anything.

Session Types

The hallmark of Forum events is dialogue. Regardless of format, it is expected that all submissions will use different methods to engage attendees in discussion and stimulate the exchange of ideas through robust conversation and opportunities to share.

- **Knowledge to Action** (60 minutes in person; 60 minutes virtual): focus on sharing specific knowledge, theories, skills, or methods for practical application relevant to education abroad and global learning. These sessions will be highly interactive, and all participants will leave with actionable recommendations for practice.
- **Standards in Action** (60 minutes in person; 60 minutes virtual): Like the Knowledge to Action sessions, however, these sessions focus on skills development to enhance the application of the Standards of Good Practice drawing on relevant knowledge, theories, and methods that facilitate translating the Standards into action in various contexts.

- **Panel Presentation** (60 minutes in person; 60 minutes virtual): consists of a panel of experts, each approaching the topic/theme from a different perspective, and includes ample time for Q&A and discussion.
- **Roundtable** (60 minutes in person; 60 minutes virtual): opportunity for practitioners, educators, scholar-practitioners, and researchers to workshop ideas, gather feedback and work collaboratively on a common set of issues, problems, or themes. These sessions are highly interactive and designed to involve small groups in discussion that results in cooperation and exchange, or where participants with complementary interests would benefit from new, synergistic discussions.
- **Town Hall Meeting** (60 minutes in person; 60 minutes virtual): facilitated discussion on a significant or emerging topic in education abroad.
- **Demonstration/Performance** (in-person only; 60 minutes) - Presenters use, show, a particular technique, tool, or method that illustrates the value of the approach/resource for the EA community, creating unique opportunities to integrate the arts, humanistic, and cultural practices open to different ways of knowing (e.g., embodies practices, games, storytelling, music, and participatory theatre, etc.). These sessions facilitate knowledge transfer and networking and can be applied to a broad range of topics (e.g., learner engagement, instruction and assessment, advising, collaborative practice, mental/health and well-being, decolonizing EA, research, productivity, etc.). They can also be an opportunity for presenters to illustrate or present understandings or findings through a specific method, pedagogy, or framework. These sessions **are not** intended to demonstrate or sell commercial products.
- **Lunchtime Conversation** (in-person only, 75 minutes): topical discussion of key issues in a collegial atmosphere over lunch.
- **Scholarly Paper** (60 minutes in person; 60 minutes virtual): Scholarly Papers often focus on results of quantitative, qualitative, or mixed methods studies, evaluation research, or report the findings of studies that draw on historical, philosophical or interdisciplinary methods. Scholarly Papers can also present conceptual or theoretical arguments that push the field of education abroad forward. Sessions offer an opportunity for both new and established practitioner-scholars (e.g., graduate students, full-time practitioners, disciplinary faculty new to SoTL, etc.) to explore emerging and relevant areas of practice, advocacy and research rooted in one or more scholarly traditions. Presenting at The Forum’s Annual Conference allows presenters to engage with scholar-practitioner audiences, a notable benefit for those hoping to disseminate their work to international educators and education abroad professionals.
- **Poster** (60 minutes; in person only): Create and display a poster that highlights an innovation, solution, or research findings, be available to pitch to attendees and answer their questions.

Submitters may also indicate their willingness to have their proposal considered for other Forum events held between October 1, 2024 and June 30, 2025.

Session Topics

You will be required to select one primary topic, and up to two additional topics.

- Environmental, Social, and Economic Sustainability
- Ethics, Collaboration, and Transparency
- Equity, Diversity, and Inclusion

- Health, Safety, and Well-Being
- Mission, Goals, Strategy, and Advocacy
- Online Global Learning
- Leadership Development
- Program Development and Management
- Research and Scholarship
- Teaching and Learning

Proposal Review Criteria and Scoring

All proposals are anonymized and reviewed by peers serving on the Annual Conference Committee. Proposals are reviewed using a rubric organized around the following criteria:

1. Overall Quality
2. Method of Delivery/Engagement Plan
3. Target Audience(s) & Inclusion
4. Originality & Significance
5. Actionability

Scoring: Each criterion can be assessed based on a point value between 1 and 4, with 1 being the weakest and 4 being the strongest. Personally identifiable information will be omitted from the review process to ensure a fair and objective assessment.

*While each proposal will be individually assessed on these criteria, the selection committee will work to ensure a breadth of topics and sessions styles will be offered.

1. Overall Quality

The Forum on Education Abroad is dedicated to ensuring that sessions at the Annual Conference meet the highest standards of excellence. High quality proposals are comprehensive where the topic, intent, and session outcomes are focused, well presented, and thoughtfully articulated.

4: Exceeds Expectations	3: Meets Expectations	2: Progressing	1: Emerging
<p>The title gains the reader's interest, and accurately and concisely describes the session.</p> <p>The description and subject are highly relevant to the intended audience(s).</p> <p>The proposal strongly aligns with the requested session type.</p> <p>Session level outcomes are clearly stated and realistic for the session.</p> <p>The description is in a publishable format using proper spelling and grammar.</p>	<p>The title generally describes the presentation's content and purpose.</p> <p>The description and subject are relevant to the intended audience(s).</p> <p>The proposal aligns with the session categories.</p> <p>Session level outcomes are clearly stated and realistic for the session.</p> <p>The description is in a publishable format using proper spelling and grammar.</p>	<p>The title somewhat describes the presentation's content and purpose.</p> <p>The description is somewhat relevant to the intended audience (s)</p> <p>The proposal partially aligns with the session categories.</p> <p>Session level outcomes are referenced but lack sufficient elaboration to determine if the outcomes are realistic for the session.</p> <p>The description contains some grammatical and spelling errors.</p>	<p>The title doesn't accurately describe the presentation's content and purpose.</p> <p>The description is not relevant to the intended audience(s).</p> <p>The proposal doesn't align with the session categories.</p> <p>The proposal does not include session level outcomes in the description and/or the outcomes aren't realistic for the session.</p> <p>The description isn't in publishable format. Heavy edits are necessary.</p>

2. Method of Delivery/Engagement Plan

The proposal adopts creative and innovative methods of learning and facilitation that promote active participant engagement to achieve session goals. Selection of appropriate engagement strategies are sensitive to a) the requested session type, b) intended outcomes (e.g., awareness raising, problem posing, knowledge transfer, skill development, fostering trust and dialogue, etc.), and c) the intended audiences for the presentation and the time available. Regardless of type, all proposals should give consideration to way(s) presenters will foster a welcoming and inclusive environment for all participants in their session.

4: Exceeds Expectations	3: Meets Expectations	2: Progressing	1: Emerging
<p>The proposal includes a clear and well-thought-out presentation plan.</p> <p>The plan specifies one or more innovative tools and/ or creative approaches that will make the session engaging, interactive and inclusive.</p> <p>The presentation plan articulates an effective learning/facilitation strategy to engage intended audiences; the plan is clearly outlined, thoroughly described and aligned (e.g., appropriate to the session type, aligned with session objectives, attends to the assets, concerns, and ways of knowing across participant groups & stakeholder communities in EA.)</p> <p>The session objectives can be attained within the specified time.</p>	<p>The proposal includes a clear presentation plan.</p> <p>The plan specifies one or more sound learning and facilitation strategies that will make the session engaging, interactive, and inclusive.</p> <p>Learning/facilitation strategies to engage the intended audience(s) are clearly identified and described in some detail and are in alignment with the session type and objectives.</p> <p>The session objectives can be attained within the specified time.</p>	<p>The proposal sketches a presentation plan, but it lacks sufficient detail to accurately determine its quality.</p> <p>Learning and facilitation strategies are identified but not described in detail to determine whether they are aligned with the intended audiences, session type, and/objectives.</p> <p>It is questionable whether the session objectives can be attained within the specified time.</p>	<p>A specific plan to engage the audience is not identified.</p> <p>The session objectives cannot be attained within the specified time.</p>

3. Target Audience (s) & Inclusion

The proposal is aligned with the conference objectives including expanding participation across the full range of identities, interest groups, and stakeholders in education abroad. The sharing of different perspectives and experiences, and ways to address and include them are essential toward advancing equity-centered programs, improving the quality and outcomes of teaching and learning, enhancing knowledge across the field, and developing policies and organizational practices that foster inclusion. Session proposals should be transparent about their target audiences and how they plan to address, engage, and leverage multiple perspectives to enhance the quality of the session.

4: Exceeds Expectations	3: Meets Expectations	2: Progressing	1: Emerging
<p>Target audience(s) are clearly defined & the specific relevance of the topic to those audience(s) are clearly described.</p> <p>The proposal explicitly addresses or engages the target audience(s) using a novel perspective, approach and/or the session’s design centers the voices and multiple perspectives of one or more groups historically underrepresented and/or marginalized in EA practice and research. This extends to groups underrepresented at The Forum’s Annual conference.</p>	<p>Target audience(s) are specified and the relevance of the topic to those audiences is loosely described.</p> <p>The proposal attends to the contributions, concerns, perspectives, and/or experiences of the target audience(s) and/or the session’s design one or more groups historically underrepresented and/or marginalized in EA practice and research. This extends to groups underrepresented at The Forum’s Annual conference.</p>	<p>Target audience(s) are generally stated, but the relevance of the topic to those audience(s) are not described.</p> <p>The proposal may reference contributions, concerns, perspectives and experiences of one or more groups historically underrepresented and/or marginalized in EA practice and research.</p>	<p>The target audience(s) and relevance are not described or are described only in vague terms.</p>

4. Originality & Significance

The EA community is a dynamic community. Proposals reflect this dynamism by demonstrating connections to existing threads of discourse in the field, advancing novel and forward-thinking ideas grounded in theory, research, and/or practice; engaging and spanning boundaries within the EA community; and/or facilitating connections between the field of EA and communities of practice and inquiry with shared & complementary interests.

4: Exceeds Expectations	3: Meets Expectations	2: Progressing	1: Emerging
<p>The proposal displays a new or innovative approach that addresses one or more of the following:</p> <ul style="list-style-type: none"> • Breaks new ground new ground or otherwise enhances professional practice & collaboration in the field of EA and/or builds bridges between EA and communities (e.g., high impact practices, community-university engagement, career services, community colleges, disciplinary associations, STEM offices and depts, etc.). • Advances the practice or scholarship of teaching and learning in EA • Advances assessment & evaluation capacity • Advances the growth of and/or advances research & scholarship in the field of EA • Deepens connections to and/or expands the reach of EA practice, scholarship and research to other fields, disciplines, professions • Advances the application of research and scholarship to EA practice 	<p>The proposal displays an evidence-based approach that addresses one or more of the following:</p> <ul style="list-style-type: none"> • Enhances professional practice & collaboration in the field of EA • Contributes substantively to quality and outcomes of teaching & learning. • Contributes to advancing assessment & evaluation capacity • Makes a substantive contribution to research & scholarship in the field of EA • Connects EA practice, scholarship and research to other fields, disciplines, professions • Makes a substantive contribution to the application of research and scholarship to EA practice 	<p>The proposal displays a sound approach that addresses one or more of the following:</p> <ul style="list-style-type: none"> • Enhances professional practice & collaboration in the field of EA • Contributes substantively to quality and outcomes of teaching & learning • Contributes to advancing assessment & evaluation capacity • Makes a substantive contribution to research & scholarship in the field of EA • Connects EA practice, scholarship and research to other fields, disciplines, professions • Makes a substantive contribution to the application of research and scholarship to EA practice 	<p>The proposal does not articulate an approach that addresses one or more of the following:</p> <ul style="list-style-type: none"> • Contributes to enhancing the dialogue on professional practice & collaboration in the field of EA • Contributes to enhancing the quality and outcomes of teaching & learning • Contributes to enhancing the quality of assessment & evaluation capacity practice • Makes a substantive contribution to research & scholarship in the field of EA • Connects EA practice, scholarship and research to other fields, disciplines, professions • Makes a substantive contribution to the application of research and scholarship to EA practice

5. Actionability

The proposal highlights best practices, new developments, innovative techniques, or effective methods that can be implemented and be useful to the target audience(s).

4: Exceeds Expectations	3: Meets Expectations	2: Progressing	1: Emerging
<p>The proposal makes explicit reference to how session content (practices, methods, theories, strategies) is applicable to participants.</p> <p>The session plan describes specific examples of resources/materials to be provided to participants to support application and future action.</p>	<p>The proposal makes explicit reference to how session content (practices, methods, theories, strategies) is applicable and transferrable to interest groups and/or contexts beyond that of the presenter(s).</p> <p>The session plan identifies types of resources and materials that will be made available to participants to support application and future action.</p>	<p>The proposal gives some reference to how session content is applicable to interest groups and/or contexts beyond that of the presenter(s).</p> <p>The session plan makes reference to resources/materials to be provided to participants to support application and future action but provides little descriptive information.</p>	<p>The proposal gives little to no reference to the applicability and transferability of session content to participants, stakeholder groups and/or contexts beyond that of the presenter(s). For example, proposals focused on research findings or theoretical positions that do not offer implications for practice.</p> <p>The session plan does not address resources/materials to be provided to participants to support application and future action.</p>

Presenter Acknowledgement

If your proposal is accepted, you will need to agree to presenter policies when confirming your participation. These policies include:

- Conference and Institute registration costs are the responsibility of each presenter. Presenters must register for the Annual Conference by the early-bird deadline of December 13, 2024.
- An individual may present in no more than three conference sessions.
- By presenting at any of The Forum’s virtual events, you grant The Forum on Education Abroad permission to broadcast, reproduce, distribute, and sell the session recording and all session materials. Presenters also agree not to share session recordings on other platforms.
- Presenters defend and hold The Forum on Education Abroad harmless from and against any and all claims, damages, suits, causes of action, liabilities or expenses (including, without limitation, reasonable attorneys' fees) arising from any allegation or claim that their presentation content infringes the intellectual property rights of any third party.

Annual Conference Dates and Deadlines*

- May 9, 2024: Call for Proposals is announced
- August 19, 2024 at 11:59 EDT: Proposal submission deadline
- Late October: Proposal notifications will be sent
- October 31: Conference Registration Opens
- December 13: Early-Bird Registration Deadline; deadline for presenters to register for the conference
- February 12: Deadline to submit accessible conference materials for virtual sessions
- March 10: Deadline to submit accessible conference materials for in-person sessions

**Schedule and deadlines subject to change.*

Thank you for your interest in sharing your knowledge with The Forum’s audience! We look forward to receiving your submission.