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OLC Accelerate 2019 CFP Guidelines

The Online Learning Consortium Invites You to Submit. Submit Now.

Help OLC celebrate our 25th anniversary by submitting a proposal for Accelerate 2019: Accelerating Online Learning Worldwide! The conference is held November 19-22, 2019 at the Walt Disney World Swan and Dolphin Hotel in Orlando, Florida.

The OLC Program Committee seeks proposals that reflect and showcase our vibrant community of practice — promoting theory, research, methodology and/or applied effective practices in online, blended, and web-enhanced teaching and learning. Both research and evidence-based proposals are encouraged for submission.

Submit a winning proposal! Attend our CFP webinar on April 25 at 3pm ET. Join the Program Chairs and representatives from OLC Presenter Services as they discuss how to submit a winning proposal to OLC Accelerate. Register to Attend the Webinar

Timeline of Important Dates:

- Proposals due by 11:59pm ET May 22, 2019
- Notification of acceptance by August 2, 2019
- Deadline for presenters to accept is August 19, 2019
- Deadline for presenters to register is September 25, 2019
- Final date for presenters to edit abstracts is September 25, 2019
- Final presentation upload date is November 1, 2019

Notifications are sent to all presenters listed on each submission. All submissions are sent notification emails, regardless of acceptance status. Please be sure to "whitelist" emails from the @onlinelearning-c.org domain. If you do not receive a notification email by August 5, please contact us at conference@onlinelearning-c.org.

Essential Information

Be sure to read through all of the information before you submit your proposal. Ensuring alignment with submission requirements and guidelines will positively affect the quality of your proposal.

- Align submission to the session type as shown on the [Session Types and Details](#) page. Be sure to align your abstract with any special requirements outlined in the session type requirements. Note that we have a new Gamified session type for OLC Accelerate 2019! Please see the [Session Type](#) page for more information.
- Also pay close attention to the Selection Criteria located on this page. Presentations are selected according to ratings in five major categories:
  - Relevance to the conference
  - Clarity
  - Audience Appeal
  - Interactivity (Active Engagement)
  - Alignment to Session Specific Criteria

  * Presenters should include active engagement methodology during presentations to encourage audience/participants to ask questions

- Review the [Track Descriptions](#) to ensure your proposal aligns with the correct conference track. We have updated a number of the tracks for Accelerate 2019, so you will want to carefully review the track descriptions and keywords before you ensure you submit your proposal to the correct track.
- Review the [Submission Checklist](#) for proposal components, requirements and helpful tips.
- Review the [Presenter FAQs](#).
- Note that each individual is limited to no more than three (3) submissions, including the roles of presenter, co-presenter, panelist, or workshop facilitator.

Step 1: [Login or Create an OLC user account](#).

Step 2: Fill out/Update Your Profile. When registering, please include as much information as possible in your OLC user profile, including your biography, a profile picture, and most current contact information.

Step 3: Ask Co-presenters Ensure Their Profile is Complete. All additional co-presenters also need to have OLC user accounts and should be added to the proposal at the time of submission. Please keep in mind that once you have registered or submitted a paper, all conference-related information can be found here at the OLC Accelerate 2019 website.

Step 4. Navigate to the Conference Management System. Proceed to the conference management system, you will be able to submit a proposal by clicking on "OLC Accelerate 2019" in the top menu navigation within the CMS.

Step 5: Select the Correct Conference. Select "OLC Accelerate 2019 > Submit Proposal" to begin.

Step 6: Submit Your Proposal. Fill out the submission form.

Step 7: Click "Save" to submit the submission form. Clicking save submits your proposal. Note: You may edit your proposal up until the submission deadline, after which all submissions are considered final.

The submission deadline is May 22 at 11:59pm ET.
Thank you for your contribution. We look forward to reviewing your presentation submission.

OLC Accelerate 2019 CFP Track Descriptions

Review the conference tracks and program categories prior to submitting your proposal. [Submit Now](#).

Full Track Descriptions

Please review the following tracks and program categories listed below prior to submitting your proposal. Each track 's full description and list of possible keywords is below. Keywords represent emerging or accelerating themes and topics in the tracks and will be used to crowdsource knowledge and content from conference participation. The list the keyword(s) within your selected track can help you determine which track is the best fit. Please be sure to include keywords from these lists, or add your own key words in your submission.
Both research and evidence-based proposals are encouraged for submission. Please align submission to the session type as shown on the [session detail page](#).

Leadership and Institutional Strategies
Strong leaders must have the ability to recognize, understand, and navigate challenges and opportunities on a daily basis. To effectively lead, they must have a set of strategies at their fingertips to ensure success. These strategies may be in the form of innovation, globalization, collaboration, change in institutional culture, new marketing strategy, new retention techniques, and so on, depending on the institutional mission and objectives.
This track focuses on how leaders grow, build, and scale their institutions' blended (or hybrid), online, or distance programs using different strategies and leadership approaches. Possible areas might investigate or emphasize the following:
- Establish new strategies to increase resources and opportunities to drive academic innovation
- Activate cross-institutional teams to collaboratively transform the educational experience
- Implement marketing, recruitment, and retention initiatives for the effective globalization of new or existing programs
- Apply innovative strategies for the planning, alignment, and increased quality of academic initiatives
- Engage key stakeholders around issues of organizational development and change

Keywords — Leadership and Institutional Strategies: accreditation; administration; alignment; best practices; big data; budget; change management; cloud computing;

competency-based learning; compliance; cross-institutional teams; enrollment management; evidence of practice; faculty credentials; FERPA; globalization; governance; implementation; infrastructure; initiatives; institution; institutional change; institutional culture; institutional effectiveness; institutional mission; institutional strategies; integration; international; leadership; leverage; lowering costs; management; marketing; next generation of learners; online certification; online provider; organization; outsourcing; planning; platforms; privacy; program; program assessment; quality assurance; quality matters; quality score card; readiness; recruitment; reinvent; resistance to change; retention; scale; stakeholders; strategic change; strategic planning; student retention; student success; technologies; university policy; workload

Learner Services and Support

Providing a variety of services and support is critical to a learner's success for both online and blended learning. These services may provide additional guidance for students that may be struggling academically, have a disability, or simply wish to accelerate their progress to meet an educational goal. Each of these scenarios speak to the need for robust learner services and a support strategy at every institution.

This track focuses on issues and approaches to providing academic services and support, accessibility, and readiness preparation for those students who study at a distance. Possible areas might investigate or emphasize the following:

- Implementation of strategies to support differently abled learners, or those with a unique set of needs (Inclusion, Diversity, Equity, and Advocacy)
- Showing improvements in and access to support services and resources (effective utilization of library resources, assigned materials, research materials, instructor support, reference services, information literacy instruction, etc.), Implementation of effective academic advising processes
- Use of learning management and related system-wide learning tools
- Supplementary resources, tools and services on writing, researching, student readiness, exam prep, etc. that may be used as stand-alone or co-requisite support.

Keywords — Learner Services and Support: academic advising/coaching; academic support; acceleration; accessibility; admissions and enrollment; adult learners; career readiness; community; completion; counseling; disability services; ethics; help desk; international student services; learning analytics; learning communities; learning management systems; library; mentoring; new student orientation; online students; peer mentoring; persistence; personalization; proctoring services; retention; social media; student activities; student affairs; student orientation; student readiness; student services; student success; support; tutoring; universal design; virtual assistant

Professional Development and Support

Innovative programs for professional development and support services are critical to an institution. Offering quality programs and support to all levels within the organization can provide necessary opportunities for employee growth, retention, and overall satisfaction. Often times, funding for these opportunities can come with limitations, thereby restricting the ability to send numerous individuals to external trainings. By offering a quality in-house program, you can offer continuous improvement to all levels of operations committed to academic quality and service.

This track focuses on topics concerning fully online or hybrid professional development courses, programs, and practices. Possible areas might investigate or emphasize the following:

- Innovative programs and/or services for one or more stakeholders: faculty, administrators, instructional staff, instructional designers, technologists, and/or specific populations (e.g., military, other)
- Innovative pedagogical models for professional development and training
- Continuous improvement of professional development or learning communities
- Investigation of rigor and effectiveness of faculty/professional development programs
- International models and themes relating to professional development

Keywords — Professional Development and Support: accessibility; blended; certification; competencies; continuous improvement; copyright; digital fluency; evaluation; faculty development; faculty well-being; governance; hybrid; instructor experience; instructors; leadership presence; mentor; models; national trends; OER; online; online community; online course development; pedagogy; professional development; project management; quality course design; quality instruction; rubrics; satisfaction; service learning; staff development; STEM; support; teaching; training; transformation; universal design (UDL); workload

Research

This is a unique track at OLC Accelerate. While any of the previously listed tracks may include a research component, this is the only track dedicated to presenting formal research of completed or well-developed studies that relate to digital, online and/or blended learning. Proposals must contain sufficient information regarding the research problem, research question, methodology and potential results of the research conducted. Presenters are also strongly encouraged to submit their original research papers to OLC's flagship journal, the Online Learning Journal. Please view the Online Learning Journal's page for more information.

- Focus on the research questions, methodologies, and results of empirical inquiries
- Application of theory and/or data to inform new directions in teaching and learning
- Provides opportunities for continued exploration of the topic presented
- Opens new opportunities for collaborative inquiry

Keywords — Research: assessment; big data; business intelligence; cross-cultural; cross-institutional; dashboard; decision making; diversity; educational data mining; evaluation; formative and/or summative; leadership; learning analytics; methodology; models; multi-institutional; online and blended learning; paradigms; planning; qualitative; quantitative; mixed-methods; reporting; student success

Teaching and Learning Effectiveness

The need for continued exploration of effective theories, models, and methods that lead to successful learning outcomes has never been greater. Given the countless challenges that impact the educational process, it is imperative that faculty be equipped with evidence-based practices and proven strategies to successfully guide students. This is an opportunity to share your explorations, new applications, and discoveries within the context of teaching and learning.

This track encompasses practices that improve the teaching and learning process in online, blended, and digital, formal and informal, learning environments to create a positive impact. Possible areas might investigate or emphasize the following:

- Instructional design theories and models that support teaching and learning in the 21st Century
- Rigorous design cases that offer rich representation of knowledge-in-practice
- Application or creation of best practices of synchronous or asynchronous environments
- Evidence of teaching and learning effectiveness in various online and blended learning contexts including K-12, higher education, corporate, government, maker spaces, museums, etc.
- Interdisciplinary, country-specific, region-specific, or comparative studies on the effectiveness of blended, online, and digital learning initiatives
- Best practices and institutional expectations for facilitating teaching and learning

Keywords — Teaching and Learning Effectiveness: active learning; adaptive learning; assessment; asynchronous; augmented reality; blended; civic engagement; collaboration; collaborative learning; community of inquiry; community of practice; competency-based education; content analysis; course development; cross-cultural; culture; digital badging; diversity; engagement, evaluation; experiential learning; game-based learning; gamification; group work; improvement; interaction; interactive media; interdisciplinary; knowledge construction; knowledge transfer; laboratory; learner interaction; learner preferences; learner-centered; learning analytics; learning management systems; learning outcomes; learning personalization; micro-credentials; mobile; motivation; online discussions; peer evaluation; persistence; retention; scaffolding; self-assessment; service learning; social network analysis; social presence; special education; STEM; student engagement; student participation; student satisfaction; student success; student-developed; synchronous; visual design

Tools and Technologies

Proper and creative implementation of educational technology can enhance students' learning experiences by increasing motivation and improving learning outcomes. The range of topics in this track is broad in scope and submissions may include sharing of original ideas or approaches to technology use. This is an opportunity to share your strategic approaches to design, instruction, and learning practices with a specific focus on tools and tech, new media, and innovative learning environments.

This track focuses on current trends, tools, and technologies within online, blended, and digital education. Possible areas might investigate or emphasize the following:

- Application of technologies designed to improve learning effectiveness
- Exploration of technologies for increasing student engagement
- Tools that support the teaching and learning process
- Emerging technological trends that hold significant potential to impact learning
- Creative uses of technologies that transform the instructor/student dynamic
- Tools that support the process of providing custom learning experiences
- Successful implementations of custom technologies

Keywords — Tools and Technologies: accessibility; adaptive learning; assessment; augmented reality; authentic learning; badging; biometric; blended; blended learning; case-based learning; collaborative learning; community of inquiry; community of practice; competency-based education; credentialing; digital storytelling; e-portfolios; eLearning; emerging; engagement; flipped classrooms; gamification; immersive environments; infographics; instructional technology; knowledge management; learner achievement; learning analytics; learning environments; learning outcomes; learning scenarios; media; mobile learning; OER; online support; personalization; practice; problem-based learning; proctoring; robots; simulations; social presence; student perceptions; teams; technology applications; tools; video; virtual reality; virtual schools; web 2.0; web 3.0

OLC Accelerate 2019 CFP Session Types & Details

The session types and other information will be helpful as you shape your presentation submission. Submissions will be accepted until 11:59pm ET on May 22, 2019. [Submit Now](#).

Please review the details below before submitting your presentation proposal.

The session types are an important classification which guide the conference planning committee in the review and selection of proposals. Attendees also use this information to determine which session to attend during the actual conference. Detailed descriptions of each session type are provided below.

During the proposal submission process, you will be asked to identify which session type your presentation aligns with. Please be aware that selecting the incorrect session type may impact how your proposal is scored by the reviewers and possibly its likelihood of acceptance if incorrectly submitted.

Proposals that describe strategies for high levels of interactivity or engagement tend to receive higher peer review ratings during the Call For Proposals evaluation process. If you would like to explore strategies and technologies to support interactivity during your sessions, please visit the Presenter Services page. Coaching from Presenter Services is available to support you in meeting this goal.

All sessions are 45 minutes in length.

1. **Session Types**

Carefully review the session type descriptions below before submitting a proposal.

1. Education Session (Traditional – Lecture or Interview)

Education Sessions provide an opportunity for presenters to share their work, innovations, or new opportunities to the OLC community. The presenters are responsible for driving the conversation and encouraging deep thinking about a topic, sharing practical applications of their work, or providing new and varying perspectives. There are two primary formats for this session type; presentations and panel sessions. Although these are more traditional formats, the presenters/panelists should strive to make the sessions as engaging as possible through polls, audience discussions, and other forms of interaction.

Note: When submitting the proposal, the names and affiliations of the presenters, moderator(s) and panelists are required to be included. Please do not include names or institutions in the abstract in order to keep the review process double-blind. All individuals

(presenters, moderators, and panelists) will need OLC user accounts and must be listed as presenters on the proposal. (Presenters/panelists cannot be proposed as TBD.)

Key Features:

- 45 minutes total. Time allotments may vary but each session should include approximately 5 minutes for introductions, 35 minutes for the main presentation, and 5 minutes for questions.
- 1-4 individuals conducting the session (panel sessions must include a moderator).
- Presentation style is similar to a lecture, while a panel session is similar to an interview.
- Interactivity can range from simple to highly engaging. Uses strategies to engage the audience in active learning.
- Accompanied by a slide presentation (important for accessibility purposes and for virtual audience viewing should your session be selected to be live streamed) Please see the Presenter Services and/or IDEA (Inclusion, Diversity, Equity, and Advocacy) web page for more information.

**This session category includes Best-in-Track selections for award and Best-in-Track presentations sessions.

**Best-in-Track Sessions will have the opportunity to submit to the Online Learning Journal for publication.

2. Express Workshop (Exploration)

These sessions are designed to provide the attendees with an opportunity to explore a new skill, strategy, or technology. By offering practical, hands-on learning activities, participants are fully engaged in the learning process. Facilitators provide both group and 1-1 guidance as necessary during the session. Attendees should walk away from the session feeling as though they have acquired a new skill, have developed an action plan, or have gain significant insight into a new technology. Proposals must include measurable outcomes and activities.

Note: Presenters are responsible for providing all Express Workshop materials. Instructions for uploading materials will be provided to all accepted presenters. Presenters are also responsible for ensuring all attendees can actively engage in the session. Please see the Presenter Services site for resources on making the session fully accessible.

Key Features:

- 45 minutes total; typically consists of 3-5 minutes of introductions, with the remaining time consisting of multiple explanations/demos and hands on activities.
- 1-3 presenters facilitating a hands-on learning experience.
- Presentation style is similar to an exploration in which the presenters engage the attendees in a "try it yourself" format.
- Interactivity is high. The entire session is focused on activity based learning.
- Facilitators are expected to provide any materials (instructions, worksheets, etc.) to ensure a successful session.

- Express Workshops are typically not selected for the live webcast program due to the group work and hands-on nature of activities.

3. Gamified Session (Interactive)

New for 2019 – Gamified sessions!! These sessions engage both the presenters and the attendees in a fun and unique OLC conference experience. Moving beyond traditional styles of presentations, attendees and presenters of this session type will have the ability to connect with the content and each other like never before. Presenters may draw upon well known games such as Jeopardy and Family Feud as example formats or inspiration. These sessions tend to draw large audiences, please be sure all attendees can be accommodated with the strategies used.

Key Features:

- 45 minutes total; typically includes 5-10 minutes of introductions and 35-40 minutes of presenters or audience competing to provide the most valuable information to the discussion. (Attendees should be able to ask questions during the session or additional time may need to be allotted at the end for Q&A.)
- 1-4 presenters facilitating highly active sessions with an emphasis on competition and interactivity.
- Presentation style can vary, but must include elements of game based learning.
- Interactivity is extremely high. Both presenters and attendees should be actively participating. Proposals must disclose the game format being used and how it will be implemented (Jeopardy, Family Feud, etc.).

4. Discovery Session (Conversation)

Discovery Sessions allow presenters to share their work, ideas, and innovations in a more personal format. Using a laptop, these sessions allow for a greater exchange of ideas and in-depth conversations about important topics to the OLC community. These digital presentations can include works in progress, research ideas, collaboration opportunities, best practices and practical applications, or pilot projects.

Note: Each presenter must bring his or her own laptop. A small table for your laptop and power to the table will be provided. Wireless Internet will also be available to allow for further exploration of related Discovery Session content.

Key Features:

- Typically 10-15 minutes of information sharing by the presenter, followed by discussion. (10-15 minute presentation is repeated 2-3 times over a 45 minute timeframe).
- 1-3 presenters engaging in meaningful conversations with attendees.
- Presentation style is conversational, sharing concise but impactful information.
- Interactivity is personalized based on audience members stopping by the presentation display. Allows for deeper connections and more detailed discussions.

- Presenters are expected to bring their own laptops and provide handouts. OLC will provide tables and power strips.

5. Graduate Student Discovery Session (Conversation)

Proposals for Graduate Student Discovery Sessions can include works in progress, research ideas, collaboration opportunities, or pilot projects. Discovery Sessions provide an excellent opportunity to present your ideas to your peers in a community forum.

We seek submissions by students currently enrolled in or recently graduated (within one year) from a Graduate (Master or Doctoral) program whose research is relevant to online, blended, and digital teaching and learning. The proposal submission must follow the guidelines of the OLC Accelerate 2019 conference sessions.

Be sure to review the detailed Graduate Student Discovery Session page before submitting your proposal.

Key Features:

- Typically 10-15 minutes of information sharing by the presenter, followed by discussion. (10-15 minute presentation is repeated 2-3 times over a 45 minute timeframe).
- 1-3 presenters engaging in meaningful conversations with attendees.
- Presentation style is conversational, sharing concise but impactful information.
- Interactivity is personalized based on audience members stopping by the presentation display. Allows for deeper connections and more detailed discussions.
- Presenters are expected to bring their own laptops and provide handouts. OLC will provide tables and power strips.
-

2. **Selection Criteria**

The following rubric will be used to evaluate all proposals in the refereed proposal review process.

- Do the title and abstract clearly describe the session?
- Is the proposed topic timely and/or appropriate?
- What are the session outcomes?
- Will this session positively contribute to the conference and to the field?
- Are the format and session type selected for the presentation the most appropriate to the topic and format of the presentation?
- Is the session designed to be interactive and engage the audience?
- Are you sharing research data or assessment information during the session?
- Did you address the specific criteria outlined for each session type?

Specific Criteria:

Presenters should include active engagement methodology during presentations to encourage audience/participants to ask questions. The CFP ratings are based on the following major categories:

- Relevance to the conference
- Clarity
- Audience Appeal
- Interactivity (Active Engagement)
- Alignment to Session Specific Criteria

During the review process, reviewers are also asked to indicate whether or not your proposal meets Effective Practice criteria and would be a good candidate for EP submission. We encourage, but do not require, Effective Practice submissions from conference presenters. EP submissions from conference presenters will be eligible for Effective Practice Awards selection; awards will be presented onsite at the conference. With regard to effective practices, reviewers will consider proposals in light of this question:

- Does this proposal include all 5 of the following elements: innovation, replicability, impact, evidence and scope?

Acceptance

If your proposal is accepted, you will be asked to:

- Register for the conference and pay the published fees.
- Edit all materials used in your session.
- Transmit your PowerPoint Slides, Handout (PDF files), data charts, or other presentation materials to the conference repository by the deadline of November 1, 2019.
- Submissions to the Research Track may be eligible to submit their full research manuscript for consideration for the **OLC Online Learning Journal**.

3. **Timeline**
   - Proposals due by 11:59pm ET May 22, 2019
   - Notification of acceptance by August 2, 2019
   - Deadline for presenters to accept is August 19, 2019
   - Deadline for presenters to register is September 25, 2019
   - Final date for presenters to edit abstracts is September 25, 2019
   - Final presentation upload date is November 1, 2019

4. **AV & Media**

Note: The following standard audiovisual equipment will be provided in each room: data projector equipped with an HDMI cable to accommodate both PC and Macintosh platforms, an Internet connection, and a screen (16:9 slide ratio). (Note: Presenters should plan to provide their own computer equipment or other specialized equipment). Microphones will be supplied as needed in larger rooms.

5. **Presentation Repository**

If your presentation is accepted, you are strongly encouraged to post it as link or a pdf or PowerPoint file to the presentation repository by November 1, 2019. The contributions will remain online as part of the conference materials after the conference. The conference management team will provide instructions on how to upload your file(s) to your session page after acceptance of proposals. Session abstracts and information about the presenters also will be included on the site.

6. **Vendor Presentation Policy**

   Companies and vendors provide value to OLC Conferences through program presentations, exhibits and sponsorships. Vendors may submit presentations in any of the program tracks or presentation formats:

   1. **Academic Presentations:**
      - Vendors are encouraged encouraged to submit with an institutional lead partner, but any individual or group may submit papers to the traditional academic presentation track for presentation. Presentations must be non-commercial, and focus specifically on the track topics. Presentation content will be reviewed by the conference committee as part of the regular review process. Presentations must contribute new knowledge to the field through the presentation of original research or applications. Presentations of an academic nature should be submitted through the call for papers system.
      - Vendors will be limited to one proposal where they lead the presentation.

   2. **Industry Showcase Presentations:**

      - Industry Showcase presentations are established as part of the conference program schedule to allow sponsors/exhibitors to make presentations on their products and services during the conference.
      - Industry Showcase presentations may include submissions to the CFP system that are moved from academic tracks in the CFP system to the Industry Showcase schedule at the recommendation of the Program co-chairs.
      - Industry Showcase proposals from sponsors and exhibitors may be submitted through our Industry Showcase form as part of the sponsorship/exhibit process. Showcase proposals will be reviewed by the Senior Director, Conferences, and conference chairs for approval of content.
      - National sponsors are guaranteed an Industry Showcase presentation slot. Remaining Industry Showcase slots are assigned to sponsors by level, then to exhibitors in the order exhibit contracts were received on a space-available basis.
      - These sessions are distinctly marked as Industry Showcase presentations in conference materials including the program book, website and room signage.

- Conference program materials include language that these presentations should be expected to include some sales promotional language in them. These sessions are clearly marked as sessions that have not been peer-reviewed.

OLC Accelerate 2019 CFP Submission Checklist

Please review the following submission checklist before submitting your proposal. **Submissions will be accepted until 11:59pm ET on May 22, 2019.** Submit Now.

Please complete the steps listed below before submitting your proposal:

- Login or register a user account with OLC.
- When registering, please include as much information as possible in your OLC user profile, including your biography, a profile picture, and most current contact information. All additional co-presenters also need to have OLC user accounts and should be added to the proposal at the time of submission. Please keep in mind that once you have registered or submitted a paper, all conference-related information can be found here at the OLC Accelerate 2019 website.
- After you login and proceed to the conference management system, you will be able to submit a proposal by clicking on "OLC Accelerate 2019" in the top menu navigation within the CMS.
- Note that each individual is limited to no more than three (3) submissions, including the roles of presenter, co-presenter, panelist, or workshop facilitator.

Please compile all of the following information listed below before submitting your proposal:

- **Title of Presentation** (limit of 120 characters): Please select a title that accurately describes your presentation content. Please use **title capitalization** for your proposal title.
- **Session Type**:
  - Education Session (Presentation or Panel Discussion)
  - Express Workshop
  - Gamified Session
  - Discovery Session
  - Graduate Student Discovery Session
- **Program track**: Please select the track that most closely aligns with your proposal. If you are unsure, check the suggested keywords and select the track with the keywords that most closely align with your proposal.
- **Keywords:** Using the "Keywords" field in the submission process, include relevant keywords from the suggested keywords list from your selected track, and add as many additional unique keywords as apply. Please use commas to separate your keywords.

- **Short Abstract** (limit of 50 words) for inclusion in the conference website and mobile app listings
- **Extended Abstract** (up to 1500 words for inclusion in the conference website and mobile app). Please provide a longer description and goals of the presentation. The extended abstract should:
    - Be concisely written, accurate, self-contained, and coherent
    - Identify how you plan to engage the audience. This can be accomplished through a number of techniques including small group moments, interactive question and answers, audience contribution,
    - interactive handouts, games, partner exercises etc.
    - Use a clear and direct writing style with active voice rather than passive
    - Give a clear statement of what participants will learn from this presentation
    - List what materials—slides, handouts, web links—will be provided during the presentation, posted on the conference web site, or submitted to the conference proceedings
    - Give participants a good idea of the content and format of your presentation
    - Persuade the proposal reviewers and conference attendees that you are going to present something unique, valuable and engaging
    - For research presentations please include a brief, concise description of context, questions, methods, results, conclusions, and a discussion/interpretation.
    - Workshops should be designed with specific, identifiable learning outcomes with in-class opportunities to support collaborative and/or interactive group activities.
    - Gamified sessions should clearly identify the game-like format being used, the anticipated learning outcomes, and the intended plan for audience engagement during the session.
- **Who might benefit from the presentation**? Indicate institution type, audience level, and target audience for attendees:
    - Indicate Institution Type: K-12, Higher Ed, Industry, Government, Other
    - Indicate Audience Level: All, Expert, Intermediate, Novice
    - Indicate Target Audience: Administrators, Design Thinkers, Faculty, Instructional Support, Students, Training Professionals, Technologists, Researchers, All Attendees, Other

General Reminders:
- Please make sure you check your work for grammar, spelling, and punctuation. Since a broad audience will view your abstract you should spell out all acronyms. Also keep in mind that all information submitted through the online system will be used verbatim to generate the web agenda and any conference publications.
- Please make sure that your information is accurate and carefully edited. This includes information about you and your co-presenters.

Helpful Tips:

- Note: The following standard audiovisual equipment will be provided in each room: data projector equipped with an HDMI cable to accommodate both PC and Macintosh platforms, an Internet connection, and a screen (16:9 slide ratio). Note: Presenters are required to provide their own computer equipment or other specialized equipment.
- Become part of the OLC Community – register for your (free) user account on www.onlinelearningconsortium.org.
- **Please be sure to add conference@onlinelearning-c.org to your "safe-senders" list so you receive your notification as well as other important communications from the OLC Conference Team.**

Call for Graduate Student Discovery Session Call for Proposals

The Online Learning Consortium and Online Learning Journal invite you to submit a proposal for OLC Accelerate 2019. Submissions will be accepted until 11:59pm ET on May 22, 2019. [Submit Now](#).

The Online Learning Journal (OLJ) in partnership with the Online Learning Consortium invites submissions for the graduate student sessions at OLC Accelerate 2019. The conference will convene November 19-22, 2019 at the Walt Disney World Swan and Dolphin Resort in Orlando, FL. We will be selecting proposals for Graduate Student Discovery Session presentations, or conversational electronic poster sessions.

We seek proposals that reflect and showcase our vibrant community of practice — promoting theory, research and methodology in online, blended, and web-enhanced teaching and learning. Note that each individual is limited to no more than one proposal submission to the Graduate Student Discovery Session type.

 Benefits of Attendance and Presentation at OLC

- Share research ideas/results
- Network with OLC experts & attendees
- Sharpen Communication Skills
- Receive Detailed Feedback from Experts in the Field

More about the Graduate Student Emerging Ideas Presentation Format

Proposals can include works in progress, research results, collaboration opportunities, or pilot projects. Discovery Sessions provide an excellent opportunity to present your ideas to your peers in a community forum.

Those presenting as a graduate student through this CFP process will receive a discounted registration rate of $200, as well as a ticket to the awards ceremony.

Please note that each presenter must bring their own laptop.

Submission Process

We seek submissions by students currently enrolled in or recently graduated (within one year) from a Graduate (Master or Doctoral) program whose research is relevant to online, blended, and digital teaching and learning. The proposal submission must follow the guidelines of the OLC Accelerate 2019 conference sessions.

Proposal Review Process

The following questions, in addition to the OLC Accelerate 2019 CFP selection criteria, will guide evaluators in the proposal review process.

- Do the title and abstract clearly describe the presentation?
- Is the proposed topic timely and/or appropriate?
- Will this session positively contribute to the conference and to the field?

Timeline

- Proposals due by 11:59pm ET May 22, 2019
- Notification of acceptance by August 2, 2019
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- Final presentation upload date is November 1, 2019

For questions or additional assistance, email conference@onlinelearning-c.org.

OLC Accelerate 2019 Presenter FAQs

Please check below for the answers to frequently asked presenter questions. **Submissions will be accepted until 11:59pm ET on May 22, 2019**. [Submit Now](#).

The following guidelines are meant to help you with your preparations to present at the conference. Should you have additional questions after reading these guidelines, please contact the OLC Conference Management Team at conference@onlinelearning-c.org.

Session Evaluation Reminder Slide for All Presenters

Download our "Session Evaluation Reminder Slide" (.pptx) (coming in October) to insert at the beginning and end of your presentation to encourage attendees to complete evaluations for your session. Breakout rooms will be set up for 16:9 ratio presentations. Please note that we do not use paper evaluation forms. All sessions evaluations are done through the conference mobile app or website.

Promote Your Session

Let's work together to create some buzz about your participation in this conference! Please promote your own presentation as well as the conference in general to your colleagues and social networks. The Twitter handle is @OLCToday; the hashtag for this conference is #OLCAccelerate. Feel free to create hashtag for your own presentation as well. Presenters may indicate a customer hashtag in the presentation claiming process. We also suggest you post hashtags at the start of your session and encourage attendees to use them. Review the Presenter Promo Kit (coming) for important dates, information, and a meme you can share on your social media outlets.

Presenter FAQ

As a presenter, do I need to register for the conference?
Yes, all presenters are required to register in advance of the conference. Presenters must register and pay the registration fee no later than September 25, 2019 in order to avoid potential session cancelation. The registration fee table can be found on the **registration page**. Any presenter unable to register by September 25 should contact Christine Hinkley, Sr. Director of Conferences, at **christine.hinkley@onlinelearning-c.org** with a description of the issue and the time frame you expect it to be resolved within.

Will OLC cover any other conference-related expenses for presenters?

No, OLC does not cover any other conference-related expenses for presenters. As a non-profit, OLC is unable to provide assistance for travel or lodging expenses to presenters. Presenters are responsible for their own travel and lodging expenses, including all taxes and fees on said travel and lodging expenses.

When is the last possible date I can submit changes to my presentation information?

The final date presenters can submit edits to their abstracts or submit co-presenter information is September 25, 2019. Any changes submitted after that date will not be included in the printed Schedule at a Glance and may or may not be updated on the website and mobile app. Any changes to presenters, session descriptions, etc. must be submitted no later than September 25 to **christine.hinkley@onlinelearning-c.org**.

Will my proposal be peer-reviewed?

Yes, all proposals go through a rigorous 3-phase review process. The first phase consists of a double-blind peer-review. The second phase is review and recommendation by the track chairs. The third phase is final review by the conference and program chairs and the OLC conference team.

When will I be notified if my submission has been accepted?

Submission notifications are scheduled to be emailed on August 2. Notifications are sent to all authors on each submission. All submissions are sent notification emails, regardless of acceptance status. Please be sure to "whitelist" emails from the @onlinelearning-c.org domain. If you do not receive a notification email, please contact us at **conference@onlinelearning-c.org**.

Does OLC require a final paper submission?

No, OLC does not require a final paper submission. Your presentation is your final product. We require presenters to upload a final presentation by November 1, 2019 to the presenter's session page so that it is available to conference attendees. Your presentation can be a link (ie. Prezi, SlideShare, VoiceThread, etc.) or a file upload (.pdf is recommended). This material, along with the full abstract and information about the authors, becomes part of the conference materials that remain on the website. You may also elect to submit a final paper (recommended for Research sessions), should you have one, for consideration for publication in OLC's Online Learning Journal. These are the stated guidelines for the journal: papers should be full papers, which include scientific rigor and data. The results presented should clearly advance our field by providing new information. Papers that are purely anecdotal or have no research underlayment will not be considered for publication. Papers are typically 10 to 20 pages printed and conform to the guidelines for publication found at https://onlinelearningconsortium.org/read/journals/. All full paper submissions may be

eligible for publication in the conference proceedings and/or special issue of the Online Learning Journal. These manuscripts must be original (not published or accepted in a journal or conference proceedings and currently not under consideration for publication elsewhere). Papers are blind reviewed.

Does OLC allow virtual presentations?

OLC's policy on virtual presentations is that the lead presenter must register for and attend the conference on-site. A co-presenter may be brought in virtually and must pay the virtual registration fee. OLC does not provide IT support or cover the cost of any additional technology required for virtual presenters. Emerging Ideas sessions are not conducive to virtual presenters due to difficulties with hearing sound volume (there are no speakers for audio output provided).

Does OLC provide laptops for presenters to use?

No, OLC does not provide laptops for presenters. Each room is equipped with an LCD projector, a wired Internet connection to the podium, laptop audio output capability, a podium and a screen (16:9 ratio). Computers are not provided. Each presenter must bring his own laptop. LCD projectors are installed with an HDMI cable to accommodate both PC and Macintosh systems. Make certain that your computer is properly configured and all the necessary plug-ins have been pre-loaded prior to your presentation. Be sure to bring the appropriate adapters as needed if your computer or device does not have an HDMI port. In addition, because of the idiosyncrasies of internet traffic, you should consider loading Web pages onto a flash drive rather than trying to call them up live. If you have technical questions or other A/V needs not mentioned above, please contact conference@onlinelearning-c.org.

Does OLC have a special room rate at the hotel for conference presenters and attendees?

Yes, OLC has contracted for a special room rate at the Walt Disney World Swan and Dolphin Resort, where the conference will be held. Attendees of the conference must book their hotel room through the conference website no later than October 18, 2019 in order to receive discounted rates starting at $222++* per night plus taxes and fees. The special conference rate also applies for three days prior to and three days after the conclusion of the conference. You will be able to make your hotel reservations using the reservations link on the travel page.

How do I find out when I am scheduled to present?

The conference website will have a complete listing of sessions where you may find the date and time assigned for your presentation. After the schedule is published in August, you may search for your presentation date/time/room assignment. You may search a number of ways – by track, by presentation type, date, etc. – to find your presentation. You can also use the

Presenter tab to search by your last name. There are advanced search filters in the "Search" tab that allow you to search by keyword, date, session type, strand, audience, or special session type. Click on the link for your presentation and you will see the full description for your session. Please refer to the conference website if you are uncertain about your presentation type or length. It will be listed as part of your presentation description. Be sure to check back frequently as presentation rooms, dates, and times do change. We recommend that you plan to stay through the end of the conference (Friday at 1pm ET) and make your travel arrangements accordingly.

Will my presentation be live streamed?

Certain sessions have been designated for live streaming from the conference for virtual attendee viewing. Please review the live streaming schedule to determine if your session has been designated for streaming. If so, at least one presenter from each streamed session must complete the presenter release form. Please note that the photo uploaded to your user profile will be used for the streamed session catalog. Beyond the release form, minimal additional preparation is required for live streamed presenters.

- We do ask that you use the microphone provided for your presentation as well as to repeat any questions you may be asked.
- Please do acknowledge your virtual audience and make sure that any activities you may plan for your session include an option for virtual attendees.
- You will have a session chair at your presentation to introduce your session as well as monitor questions during the broadcast from virtual attendees and present those to you on their behalf during Q & A. Your session chair may make contact with you prior to the start of the conference.
- All streamed sessions will be available on-demand post-conference to all onsite and virtual attendees for 1 year.
- If you have any questions regarding the streaming sessions, contact the conference management team at **conference@onlinelearning-c.org**. Please take a moment and look over these guidelines and documents if your presentation is scheduled to be streamed:
- **OLC Presenter Services – Streaming Presenter Considerations** – A useful guide to prepare the presenters
- **Presenter Best Practices** – A helpful video from Mediasite
- Mediasite Player – **Technical requirements** for the viewing audience
- **Mediasite Test Presentation** – Mediasite presentations will play with any major internet browser. Use the following links to ensure a successful playback experience.

- **Mediasite viewing requirements**

My presentation is going to be live streamed. How do I prepare?

Goals for Live Stream Sessions:

- **Presenter Considerations** – A useful guide to prepare the presenters.
- **Presenter Best Practices** – A helpful video from Mediasite

- Actively involve virtual attendees in the session so they feel as if they are participating in the conference.
- Create an open dialog between virtual attendees the session presenters and session participants.

Tips for Designing Your Live Streamed Session:

- Create and upload an online worksheet or handout so audience can take notes
- Be sure to upload your presentation and any additional materials so virtual attendees can access them quickly and easily
- Add the OLC-provided session evaluation reminder slide to the beginning of your slide deck
- Design with interaction in mind (Use interactive features (i.e. polling, Q&A, Twitter) at the beginning, middle and end interaction)
- Plan content in small segments that allow for discussion breaks or interactivity

Working with Your Session Chair:

- Arrive early to meet your Session Chair
- Agree on a signal indicating questions from the virtual audience
- Provide all necessary information to Session Chair (i.e. polling information) before session start
- Indicate if you want signals regarding time

Delivering an Interactive, Live Streamed Session

- Engage both audiences with your intro; ask questions, tell an interesting story

- Plan breaks for questions or comments; seek input from virtual audience; plan for a potential time delay in responses from virtual audience (could be up to 45 seconds based on upload and download speeds)
- Pay attention to signals from the Session Chair
- Repeat questions from in-room participants who do not use a microphone
- Be conscientious of wearing a microphone. Your mic will pick up any side commentary with co-presenters that the online audience can hear
- Save time at the end of the presentation for audience Q & A
- Provide contact information for post-session questions
- Thank both audiences for their participation
- Remind both onsite and virtual audience to please complete the session evaluation form (found on the session page via mobile app & conference website)

Will my presentation be evaluated?
Yes. Each session has a link on the website and in the mobile app that allows attendees to complete session evaluation forms online. We will provide a slide you should insert at the start and end of your presentation to encourage evaluations to be submitted by your session attendees. All session evaluations will be collected, tabulated by the conference management team, and the results sent to you in the weeks following the conference. Keynote and plenary presentations will have their evaluations gathered in the online post-conference survey.

Who would I ask if I needed technical help during my presentation?
Each session will have either a session chair or a door monitor. All live streamed sessions will have session chairs, who will notify the AV manager if the presenter is having technical issues, introduce the presentation to the onsite and virtual audiences, monitor the live stream, and collect virtual attendee questions to pose to the presenter(s) during Q & A. Non-streamed sessions will have door monitors, who will report technical issues to the AV manager.

May I bring hand-outs for my presentation?
Due to the number of presentations, we are unable to make photocopies of any presentation materials, either onsite or prior to the conference. We encourage you to post your presentation and any support materials to the conference proceedings repository. If you feel you must provide handouts during your presentation, we recommend bringing at least 35-50 copies. If there are extra handouts, you may bring them to the Registration Desk and they will be displayed for others to pick-up.

Do you provide flip charts in the presentation rooms?

Each session will have either a session chair or a hall monitor. All live streamed sessions will have session chairs, who will notify the AV manager if the presenter is having technical issues, introduce the presentation to the onsite and virtual audiences, monitor the live stream, and collect virtual attendee questions to pose to the presenter(s) during Q & A. Non-streamed sessions will have hall monitors, who will report technical issues to the AV manager.

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Do you provide flip charts in the presentation rooms?

No, OLC does not provide flipcharts for presenters to use in the presentation rooms. We recommend that you start a Google doc and project it as your "flip chart" and then share the doc with any participants who want access after your presentation.

What size slides should I prepare?

Breakout rooms will have screens that are set up for 16:9 presentations, but either 4:3 or 16:9 can be accommodated.

May I promote my session on Twitter?

Yes! Let's work together to create some buzz about your participation in this conference! Please promote your own presentation as well as the conference in general to your colleagues and social networks. The Twitter handle is @OLCToday; the hashtag for this conference is #OLCAccelerate. Feel free to create hashtag for your own presentation as well. Presenters may indicate a custom hashtag in the presentation claiming process. We also suggest you post hashtags at the start of your session and encourage attendees to use them.

What should I do when I arrive for the conference?

Check in and pick-up your name badge at the conference registration desk. Check the website to verify your session time/room. Last minute changes are always possible. We encourage you to come to early registration Tuesday 5-7pm.

I am presenting a Discovery Session at the conference. How do I prepare for it?
- These Discovery Sessions should include a brief (10-15 minutes maximum, repeated to attendees over a 45 minute time period) electronic presentation to elicit ideas from

your peers. The Discovery Sessions allow for interactive 1:1 discussions between presenters and a small group of attendees. In general, we recommend a short series of PowerPoint slides (no more than 5) that hit your key points and are visually appealing to draw attendees to your table. The Discovery Session is 45 minutes long, so you will be starting and stopping the slide show repeatedly as attendees come and go from your table. People will likely join during the middle of your presentation; consider beforehand how you will welcome them into the conversation.

- For your presentation, you will be assigned a concurrent session, a presentation table in the Discovery Session area (Northern Hemisphere Foyer), and a position number to indicate your table location. You will find signs on the tables in that area indicating in which space you should set-up your equipment. Sessions are arranged alphabetically by title. Please, do not leave your laptop unattended at anytime in the Discovery Session. We recommend instead that you leave the concurrent session just prior to your Discovery Session a little early to give yourself plenty of time to set-up your laptop for your Discovery Session conversation.

- All sessions are designated at BYOD (Bring Your Own Device). Each presenter must bring his own laptop/device. You will present on your laptop to attendees as they circulate around the area to the various Discovery Session stations. The conference will provide a small table for your laptop, wireless internet, and power to the table.

- There is no right or wrong way to present your Discovery Session. There are no specific requirements, other than they are conducted electronically on a laptop or other electronic device (such as an iPad) large enough for an attendee to easily read the screen while standing next to you. No projector devices, please.

- It is especially important for Discovery Session presenters to upload your Discovery Session presentation and any support materials (including handouts) to the conference repository prior to the conference. There are several Emerging Ideas sessions occurring during this session, and attendees will want to view in the conference repository any Discovery Session they miss. Questions on uploading to the repository can be emailed to OLC Conference Support at conference@onlinelearning-c.org. Handouts should be uploaded to the repository. However, if you feel you must have some hard-copy handouts on hand, please print them and bring them with you. We are unable to print those for you onsite.

- Finally, please note that there is no laptop audio output provided in the electronic Discovery Session. It is simply too loud to be able to use audio output of any type during your presentation.

How can I share my conference materials and be social (media) with my presentation?
It is becoming increasingly common for conference participants to document and disseminate the information shared in conference sessions through social media. We are

requesting that you help them (and us) capture, credit, and amplify your message more effectively and accurately. Here are some best practices and ideas for your consideration.

- Review the Presenter Promo Kit (coming) for important dates, information, and a meme you can share.
- Include your Twitter handle and conference hashtag on each slide. If you do not have a Twitter handle, consider including one of a research partner or affiliated program or institution. Doing so benefits you in several ways. First, it provides session attendees with an easy way to give you credit for your ideas. Second, it allows you to monitor what attendees are tweeting about your session. If they quote you incorrectly, you have the opportunity to correct them or engage them in dialogue. Finally, by having the information on each slide, it automatically provides a source and context when participants take pictures of your slides – even if they fail to caption the pictures on social media.
- Be explicit (in advance) about things you don't want shared beyond the room. If there are just a few ideas within your talk that are sensitive in nature, just make that clear to your audience; live tweeters are even more likely to honor your wishes than the non-tweeting conference goer, because if they share something inappropriate you are more likely to find out!
- Consider publishing your slides to a digital slide sharing service. Many presenters across disciplines are beginning to publish their slides – either in advance or immediately after – to platforms such as www.slideshare.net. This allows attendees to revisit the presentation and reaches individuals who were unable to attend your session, thereby amplifying your message far beyond your session. If you choose to publish your slides, you can include the link in your session page instead of your final presentation file (due November 1).
- Use a microphone and repeat any audience questions into it. Some of these sessions are being live streamed; virtual attendees cannot hear you or questions if they are not spoken into a microphone.

How do I link or upload my presentation materials?
As lead presenter of a session at the conference, we urge you to upload or link to your presentation file and any additional supplemental files for your presentation. These materials will be available to onsite and virtual conference attendees on the OLC Accelerate 2019 website, linked on your session page. Providing your final presentation is essential to providing a quality conference experience for all attendees.

- [Log into the OLC conference management system](#)
- Click on "Account" and then "My Sessions".
- Click on the "Upload Files" link for your session.

- Add your presentation url or upload your presentation file using the file browser. (If you are using PowerPoint, we recommend saving your ppt file as a PDF and uploading the smaller file-size PDF.)
- Scroll down and click "Save".

We ask for files to be uploaded by November 1, 2019. If you make changes to your presentation in the weeks leading up to the conference, you may upload a revised version of your presentation at any time by following the same steps outlined above.

Please check the [Presenter FAQ](#) **page as updates and additional information is added as the conference approaches.**