

## **Call for Submissions: The 2017 Rutherford Teaching Challenge**

The ITAA Teaching Innovation and Resources Committee invites submissions for the 2017 Rutherford Teaching Challenge. The Teaching Challenge is designed to encourage development and dissemination of innovative teaching strategies that address emerging issues in the textile and apparel field. Applicants are invited to submit teaching strategies that meet the following criteria:

- Teaching modules must be suitable for delivery in undergraduate curricula.
- Submitted modules must have been delivered in Fall 2016 and/or Spring 2017.
- There is a limit of one submission per institution.
- Multiple authors are allowed, though author(s) must be ITAA member(s). Submissions will be accepted from instructors working on their own as well as from faculty members who have worked together to develop teaching modules. Additionally, graduate students may submit teaching modules developed as projects for graduate seminars or teaching methods courses.
- Winners must agree to present modules at the 2017 ITAA conference and to submit materials to the ITAA Teaching Resources website.

Submissions are due on June 15, 2017. Submissions will be double-blind reviewed by the Teaching Innovations and Resources Committee. A stipend and national recognition will be awarded as follows: \$500 for 1<sup>st</sup> place; \$300 for 2<sup>nd</sup> place; and \$200 for 3<sup>rd</sup> place.

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### **The 2017 Teaching Challenge**

#### ***Online Learning***

Higher education institutions around the world have increasingly adopted online learning delivery due to its flexibility and convenience. Online learning instructors utilize various technologies including but not limited to multimedia, virtual reality, social media, and Web 2.0. Additionally, learning theories are employed to guide the use of technologies to increase student engagement, enhance student interaction, facilitate collaboration among students, create a learning community, and augment student performance. However, teaching online learning effectively is not an easy task.

Therefore, the challenge is to describe a teaching module which facilitates effective online learning. The module must have been delivered at least one time so that learning outcomes can be reported. Submissions should include the following information:

#### **Submission instructions:**

Prepare two files:

(File 1) Title page with the author(s) names, institution, and department/program name. Include contact information of the lead author.

File 2 - File that includes all teaching materials as outlined below with NO identifiable information for authors to ensure blind review. Include the following in this file:

- 1) A description of a project (assignment, learning activities, etc.).
- 2) All materials for administering the activity: handouts, quiz keys, references, instructor's guides, grading rubrics (as appropriate).
- 3) An explanation of:
  - a. course(s) this activity is appropriate for and where this course(s) fits in the curriculum
  - b. instructor and students' knowledge/skills required to complete activity
  - c. recommended format (in-class or homework activity, individual or group-based, online activity, etc.)
- 4) A conclusion explaining:
  - a. how long the activity has been used in the course.
  - b. modifications to the activity (if any) and why.
  - c. discussion of students' learning outcome(s), with supporting data (assignment scores, student reflections, etc.).
  - d. What are the advantages/disadvantages of using this activity?

Submissions must be emailed (pdf format) to [Gallayanee.Yaoyuneyong@usm.edu](mailto:Gallayanee.Yaoyuneyong@usm.edu) by midnight, June 15, 2017. Please include "Rutherford Teaching Challenge Submission" in your email.

Winners will be announced by July 15, 2017.