We Want Your Proposal!
Submitting a Program or Poster for the ADEA Annual Session & Exhibition
Today’s Speakers

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Professor
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Manitoba, Canada

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Professor, Department of Diagnostic and Biomedical Sciences
University of Texas School of Dentistry at Houston
Disclosure

All speakers agree that neither they nor members of their immediate family have any financial relationships with commercial entities that may be relevant to their presentation.
Learning Objectives

• Identify the various types of program submissions.
• Identify timelines and key steps of the ADEA the program submission and review process.
• Link the conference theme and/or the various key topic areas in ADEA to a proposal.
• Explain the criteria of a successful program submission.
Types of ADEA Sessions

- New Ideas Session
- Educational Session
- Poster Session
- Techexpo
- Corporate Council
- Business, Governance and Special Events
New Idea Session

• **Learning Experience:** Piques participants’ interest and introduces unique, unusual or innovative ideas.

• **Scope:** Presenter explores a newly formed idea with the audience. The selection committee seeks ideas and concepts that elicit a “wow factor” from the audience.

• **Audience Interaction:** These sessions will be held in the Exhibit Hall so that participants can enjoy one or two short sessions.
Educational Session—60 Minute Workshop

- **Learning Experience:** Experiential and interactive.

- **Scope:** The speakers guide participants to solve problems, share ideas, role play or generate answers to “how-to” questions.

- **Audience Interaction:** Speakers are expected to launch activities with minimal lecturing and presentation. A maximum of 10 minutes is dedicated to wrap-up and participant Q&A.
Educational Session—90 Minute Workshop

• **Learning Experience:** Engaging and highly collaborative.

• **Scope:** The speakers ask provocative questions and present examples and case studies to guide the participants through a process of considering new ideas, perspectives and techniques.

• **Audience Interaction:** Robust discussion with presentation and Q&A flowing throughout the workshop.
Educational Session—Small Group Discussion

- **Learning Experience:** Less structured yet informative.

- **Scope:** The session is centered on a single specific and timely topic, question or issue facing dental education today.

- **Audience Interaction:** The small group (approximately 10 to 15 people) discussion session is held in a less traditional educational setting to help create a comfortable environment that encourages all participants to freely discuss their ideas, ask questions and contribute.
Educational Session—60 Minute Seminar

- **Learning Experience:** The session addresses one critical issue, technique, or model in a clear and concise manner that is easy for the audience to understand.

- **Scope:** This seminar may present the topic in broad overview or focus in more detail on no more than three aspects of the topic. It should not attempt to cover “A to Z” for any subject.

- **Audience Interaction:** At least 15 minutes, interspersed during the program, are dedicated to interaction with the participants such as think-pair-share, audience polling and Q&A.
Educational Session—90 Minute Seminar

• **Learning Experience:** Opportunity to delve more deeply into a topic.

• **Scope:** A 90-minute seminar should cover an issue (or a set of closely related issues) that is of immediate relevance and importance to dental education. It should address the details of one or more solutions, techniques or models that are innovative or based on current best practices.

• **Audience Interaction:** At least 15 minutes, interspersed during the program, are dedicated to interaction with the participants such as think-pair-share, audience polling and Q&A.
Educational Session—Short Talks

- **Scope**: Short Talks provide a format for sharing ideas in five minute segments during a session centered on a particular educational theme. The Short Talks format supports the ADEA Scholarship of Teaching and Learning (SoTL) by providing ADEA members an opportunity to share teaching and learning innovations with a national audience—sparking further conversation, networking and development of teaching innovations.

- **Submitting Short Talks**: Submit your Short Talk session as a 60 or 90 Minute Seminar. Provide a few specific examples of five-minute sessions that you plan on being part of the session.
Educational Research Posters: Presentations address problems or issues in dental or allied dental education. Topics accepted for this category typically include admissions, alumni/student demographics, clinical research, educational research, teaching methodologies, new technologies, instructional systems, evaluation, clinic administration, information systems, communication systems, health services, quality assurance and faculty development.
Techexpo Sessions

- **Learning Experience:** Interactive.
- **Scope:** Tabletop demonstrations or presentations of software and hardware; the ADEA TechExpo format does not support poster presentations.
- **Audience Interaction:** ADEA TechExpos take place one-on-one or in small group settings that promote open exchange of ideas between presenters and participants.
Submission and Review Timelines

March–June 1 (annually) Educational Abstracts
March–Sept. 1 (annually) Poster, Tech Expo and Corporate Submission Abstracts

June–July (annually) Blind Peer Review
Sept.–Oct. (annually) Poster, Tech Expo and Corporate Submission Reviews

August (annually) Educational Review
October (annually) Poster, Tech Expo and Corporate Submission Review Meetings

Notification of Proposal (non)Acceptance Educational (Aug. annually)
Poster, Tech Expo and Corporate (Dec. annually)
Recent Conference Themes
Find the Right Match

• Know the various ADEA topics.
• Awareness of the “hot” topics (search ADEA Annual Session programs for the last three years).
• Awareness of the “hot” topics (search JDE Table of Contents for the last three years).
• Innovative ideas.
• Attend section meetings to hear of the latest/greatest/current needs of members.
• Talk with Chairs of Interest Groups for current topics
• Attend sessions and build on current, innovative ideas.
### Know the Rubric that Applies

<table>
<thead>
<tr>
<th>Criterion</th>
<th>4 = Excellent</th>
<th>3 = Good</th>
<th>2 = Fair</th>
<th>1 = Needs Extensive Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The proposal presents issues of immediate relevance and importance for dental education, with evidence based on current best practices or emerging pedagogy.</td>
<td>The proposal focuses on issues and evidence that are based on current best practices in dental education.</td>
<td>The proposal is related to dental education, but does not contain information that is relevant to best practices in dental education.</td>
<td>The proposal does not clearly focus on issues of importance and relevance to best practices in dental education.</td>
</tr>
<tr>
<td><strong>Clarity</strong></td>
<td>The title, abstract and learning objectives clearly describe the session.</td>
<td>The title, abstract and learning objectives of the session are generally well described.</td>
<td>The title, abstract and learning objectives of the session are unclear.</td>
<td>The title, abstract and learning objectives of the session are incomplete and unclear.</td>
</tr>
<tr>
<td><strong>Format Seminar</strong></td>
<td>The proposal clearly addresses the Annual Session theme OR professional development goals of ADEA in a well-organized, provocative and interactive format.</td>
<td>The proposal addresses the Annual Session theme OR professional development goals of ADEA in a well-organized format.</td>
<td>The proposal does not clearly describe how it addresses the Annual Session theme OR professional development goals of ADEA or the format and organization of the session are unclear.</td>
<td>The proposal does not demonstrate a connection to the Annual Session theme OR professional development goals of ADEA and the format and organization of the session are unclear.</td>
</tr>
<tr>
<td><strong>Format Workshop</strong></td>
<td>The proposal demonstrates a high level of interactivity among participants in an active learning environment.</td>
<td>The proposal describes some active learning and interaction among participants.</td>
<td>The proposal describes little interaction among participants.</td>
<td>The proposal describes no interaction among participants.</td>
</tr>
<tr>
<td><strong>Professional Writing</strong></td>
<td>The proposal is well written.</td>
<td>The proposal has minor errors and would require some editing.</td>
<td>The proposal has errors and would require significant editing.</td>
<td>The proposal requires complete rewriting to understand its meaning.</td>
</tr>
<tr>
<td><strong>Contribution</strong></td>
<td>The proposal will make a significant contribution and should attract a large number of participants from areas within dental education.</td>
<td>The proposal would make a meaningful contribution and should be of interest to at least one section or group of participants in dental education.</td>
<td>The proposal will make a small contribution and will be of interest to few participants.</td>
<td>The proposal will make no contribution and will attract few participants.</td>
</tr>
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What happens after I submit?

• Know the Program Submission Deadline—June (annually)

• Review Process (3 levels)
  ➢ Level 1: 3 blind peer reviewers score each program according to the rubric.
  ➢ Level 2: Reviews are forwarded to the ASPC lead reviewers who begin eliminating submissions.
  ➢ Level 3: ASPC meets in late July to make final decisions.
# Program Submission and Acceptance Statistics

<table>
<thead>
<tr>
<th>Type of Submission</th>
<th>Number of Submissions</th>
<th>Number Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs</td>
<td>246</td>
<td>126</td>
</tr>
<tr>
<td>Posters</td>
<td>307</td>
<td>226</td>
</tr>
<tr>
<td>Corporates</td>
<td>1</td>
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Example of a Good Submission

• Title: How you can apply Mindset Research in Dental Education

• Learning Objectives:
  1. Self-assess to identify if they have a fixed or growth mindset.
  2. Identify ways in which this applies to dental education.
  3. Strategize methods to influence the mindset of students.
Abstract: Research into a relatively simple but powerful concept, mindset, is changing the way educators think about intelligence. Mindsets are beliefs about yourself and your basic qualities. In a fixed mindset, individuals believe their basic intelligence or talent cannot be increased; in a growth mindset, individuals believe their intellectual and talent abilities can be developed through hard work and dedication. Participants will learn about the concept of fixed vs growth mindset; self-assess to identify if they have a fixed or growth mindset; identify ways in which this applies to dental education, and strategize on how to influence the mindset of students.
<table>
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<th>Schedule for 60 minute Workshop</th>
<th>Time</th>
</tr>
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<tbody>
<tr>
<td>Introductions</td>
<td>5 min</td>
</tr>
<tr>
<td>Activity: Participants complete a self-assessment</td>
<td>10 min</td>
</tr>
<tr>
<td>Content: Fixed and growth mindsets and how to determine whether someone has a fixed or growth mindset</td>
<td>10 min</td>
</tr>
<tr>
<td>Activity: Table discussion of questions such as “what could you ask a student who has a fixed mindset and appears to have given up?”</td>
<td>10 min</td>
</tr>
<tr>
<td>Content: How to influence someone’s mindset orientation and implications for dental education</td>
<td>10 min</td>
</tr>
<tr>
<td>Activity: Table discussion to develop a list of ways to integrate concepts into educational settings and report back</td>
<td>10 min</td>
</tr>
<tr>
<td>Wrap up and questions</td>
<td>5 min</td>
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Educational Posters

- Research Posters
- New Program Posters
- Works in Progress Posters
- Student Posters
Research Posters

Presentations address problems or issues in dental or allied dental education. Topics accepted for this category typically include admissions, alumni/student demographics, clinical research, educational research, teaching methodologies, new technologies, instructional systems, evaluation, clinic administration, information systems, communication systems, health services, quality assurance and faculty development.
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New Program Posters

Presentations describe novel approaches or methods that support dental or allied dental education institutions. Programs may relate to education, alumni affairs, clinic administration, teaching techniques, recruitment and retention models and information technology.

*If the abstract does not provide evidence of completed data analysis, it will not be accepted. Please consider submitting a proposal under “Works in Progress” if only preliminary data analysis is provided.*
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Student Poster Competition

ADEA holds a competition for student posters at each ADEA Annual Session & Exhibition. Awardees are provided a stipend at the end of the meeting. For a poster to be eligible, a student must be the primary author. Students must be full-time in predoctoral or allied dental programs, and must not hold full-time faculty positions. Student posters are evaluated by seasoned association members.
Common Errors

- Forcing the theme into an abstract.
- Providing statements without evidence.
- Not following the rubric.
- Failing to have the proposal proof-read.
- Reporting a study without ethical approval (IRB).
Summary

• Identify key steps of the ADEA the program submission process.
• Identify the various types of program submissions.
• Awareness of the importance of the theme as well as the various key topic areas in ADEA.
• Explain the criteria of a successful program submission.
Questions?

Contact any of the members of the ADEA ASPC committee listed on the ADEA website for more information.