



# **ASEE Conference Playbook**

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Co-Created Sessions from the ASEE 2019 Townhall Session

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# Framework for TownHall Playbook

## About this Playbook

Most ASEE veterans have expectations of the conference based on past experience. If you have found yourself overwhelmed or zoned out after too many similar sessions and want to try something new to liven up a session or have your session accomplish a goal other than information transfer, this Playbook is for you. It contains a variety of alternative session formats and strategies that will engage your audience.

In creating the source book we had three audiences in mind:

- 1) **Program chairs** will find entire session formats that are active by their very structure and might achieve unique goals or outcomes that are missing from your usual sessions.
- 2) **Session chairs** can use the playbook to suggestions of small moments that they might suggest to all presenters in the session that will give your session a bit of extra flare and engagement.
- 3) **Individual Presenters** can find ideas that can easily liven up a more traditional talk.

In the section immediately following we have compiled some tips and tricks for each of these three audiences. The remainder of the playbook are the session ideas. Each has a two pages that describe the goals, flow, materials, roles, planning before, during and after the session, and possible variations. A quick guide to these formats is presented in the table of contents on pages 4-5.

Above all have fun and Good Luck!

## Program Chairs

As a program chair you are in charge of organizing the mix of sessions that will be offered by your division. ASEE Provides a variety of resources for program chairs that are very helpful on their website. In general, these resources are geared toward supporting traditional sessions but many of the same principles can be applied to non-traditional sessions. Below are some additional suggestions:

- You are likely the person who will trigger the creation of a non-traditional session. This will usually require finding a moderator/facilitator to help you create and run the session. You might already know someone, invite them and share the relevant playbook entry. Alternatively you could engage your entire division either through your division email to by including the non-traditional session in your Call for Proposals.
- The setup for traditional sessions usually includes a microphone, podium, projector and screen, and rows of chairs. You may need to secure additional resources (indicated in the descriptions), either from ASEE (perhaps at a cost) or bring the materials with you.
- As the program chair you will be asking ASEE to allocate spaces and develop the session titles. By default ASEE will assign you a traditional space. As room requests take time to establish, you should ask for these resources early. They may come at a cost to your division.
- When possible, test out your plan ahead of time (before the conference) with a small group. If this is not possible in practice, you may want to simply talk through the session with someone else to be sure you have not missed something critical.

## **Session Chairs & Moderators**

As a session chair you will be making sure the session runs smoothly. ASEE provides useful information in their [Moderators Handbook](#). In creating and executing a non-traditional session you may also wish to consider the following:

- Work with the program chair to outline the goals of the session and then select a format that will meet those goals.
- Enlist a helper(s) who can take care of any problems that might arise during a session.
- Create a backup plan for any online resources (e.g. websites, videos, QR codes, polling, google docs) that you expect to use, preferably before arriving at the conference site.
- Ask all speakers to use a microphone. Often someone with a loud voice will feel that they can fill the room, but they cannot. You may need to request a handheld microphone from ASEE.
- It is helpful to introduce facilitators / panelists / participants at the beginning of a session, but keep these short and sweet. Long introductions can take away from the point of the session. It helps to ask each person to speak one second less than the person before them.
- Include as many people in the emergent aspects of the session as possible. Be on the look out for individuals or groups who are unengaged. Are there ways you can bring them back into the active portion of the session? Also be on the lookout for someone who might be dominating and ask for others to add their voice.
- Use a timer to keep the session, and any speakers, on track. It can be helpful to have chimes or a bell.
- As best as possible, give equal time to presenters / panelists.
- Have a means of collecting information from the session (paper, electronic submission, photos) that you can share with the participants afterward. Collect their emails as they exit.
- Share the relevant parts of this playbook with your presenters.

## **Individual Presenters**

As a presenter you often must follow the guidelines of your session chair. If your chair is asking you to be a part of a non-traditional session, you can gain some insights from this playbook by reading over the two-page description of the format they have chosen. For example, Pecha Kucha talks require much more up-front practice than more traditional talks. On the other hand, if you are a part of traditional session, there are some simple ideas in this playbook that can engage your audience. For example, you might embed QR codes or online polling into your presentation.

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SESSIONS	Key Features						Logistics			Description	Page
	Panel	Game	Conversational	Informal	Formal	Rapid Fire	No. Papers per Session	Session Length (min)	Room Layout		
Mini Town Hall Meeting			●	●		○	1	Open	T	Capture collective thinking and discuss a specific topic of interest	24
Open Mic Night / Nifty Ideas			▼	●		●	10+	Open	C	Participants quickly contribute ideas on-the-fly	26
Pecha Kucha			○	○	●	●	10+	60+	C	Quick presentation, followed by in-depth discussion	28
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Three Minute Talks			●	○	●	●	10+	60+	T O	Condensed explanation of work targeting non-specialist audience	38
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● = primary modality   ○ = alternative modality   ▼ = possible modality

C = rows of chairs   T = tables   O = open space   P = poster space

# Alternative Poster Session (Just in Time Creation)

Session Type: Information Exchange/Conversations, Informal

## ABOUT THIS SESSION

### Objective

To create and present useful and informative posters in less time.

### Description

We have all attended or participated in the dreaded poster session where walls of text overwhelm the key ideas of the presentation. In the “just-in-time” poster creation session, presenters are encouraged to distill their presentation down to rough sketches and bulleted points in plain language that serve as take-away messages. Presenters have 15 minutes to create a poster, followed by time to interact with attendees.

## ORGANIZATION AND TIMING

### Pre Session Activities

The *Lead Facilitator* communicates with co-facilitators to discuss the organizational approach and strategy for conducting the session. The *Lead Facilitator* also communicates to presenters that posters will be created at the start of the session for a “just-in-time” presentation and gives a list of supplies (i.e. paper, markers) that will be provided on site. Facilitators discuss common themes and prepare a list of questions for use throughout the session to promote discussion.

*Presenters* are encouraged to prepare brief highlights (i.e. bullet points, images) to display on their poster with only the materials provided on site.

At the session, facilitators arrange supplies either to pick up as presenters enter the space or previously arranged on or near poster display stands.

### During Session

1. Presenters create posters. Facilitators make contact with each presenter during this time to ensure presenters have all necessary supplies. [15 min]
2. Presenters interact with session attendees. Facilitators should make contact with each presenter during this time to foster discussion between presenters and attendees. [60-70 min]
3. Optional: Facilitators may encourage a final formal or informal discussion among a group of presenters and attendees highlighting common themes or interesting findings to close out the session. [15 min]

### Post Session

Provide any feedback received from presenters and/or attendees to the Lead Facilitator. Any comments on the success of the session and the effectiveness of the facilitators are welcomed and appreciated.

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Same as traditional poster session
<b>No. of Participants</b>	Many
<b>Room Configuration</b>	Same as traditional poster session
<b>AV Needs</b>	None
<b>Scalability</b>	Can accommodate as many presenters as space and supplies allow
<b>Facilitators</b>	1 lead facilitator (session moderator) + 1 facilitator per 10 posters
<b>Presenter Resources</b>	Paper highlights and images
<b>Facilitator Resources</b>	Paper/flip chart, markers, pushpins, poster templates, watch or timer
<b>ASEE Resources</b>	None

## ROLES

### Presenters

Create poster for a “just-in-time” presentation. Engage with attendees to discuss and exchange information.

### Facilitators

Ensure all presenters have necessary materials (i.e. paper, markers, pushpins) to create poster. Interact with presenters to encourage scholarly discussions and exchange of information with attendees. Provide feedback received.

## REFERENCES

### Resources and Examples

[How to create a better research poster in less time \(including templates\)](#) (YouTube Video by Mike Morrison)

[To Save the Science Poster, Researchers Want to Kill It and Start Over](#) (NPR Story by Nell Greenfieldboyce)

### Contacts

#### Contributors:

Alice Pawley (Purdue University)

Alicia Modenbach (University of Kentucky)

## RECOMMENDED VARIATIONS

Allow presenters to bring additional supplies to create posters

**This session guide is written for the following audience:**

Program Chairs     Presenters     Session Chairs     Other

# Collecting Questions Online

Session Type: Formal/Traditional

## ABOUT THIS SESSION

### Objective

To collect and gather audience-generated questions and information in real time.

### Description

Several online methods exist that can be used on portable electronics. As a tool, they can be used at any time during a session and by an individual presenter, by the moderator of a traditional session, or within one of the less traditional sessions in this playbook. Generally the goal of collecting responses from the audience using electronic means is that it allows everyone to engage (not only the most vocal or daring participants) and enables real-time feedback. Revealing the holistic responses of an audience in real-time can then drive forward the presentation or follow-up discussion/questions.

## ORGANIZATION AND TIMING

### Pre Session Activities

Generally before a session begins a tool will need to be chosen. Popular examples are PollEverywhere ([www.polleverywhere.com](http://www.polleverywhere.com)), Slido ([www.sli.do](http://www.sli.do)) and Google Forms ([forms.google.com](http://forms.google.com)). Each has a back-end that a facilitator can set up and share, as well as a front end that will be used by participants. In addition these packages generally have display options (e.g. pie charts, bar charts) that allow for summary data to be shown after participants have responded. Before the session the facilitator may want to consider:

- Generating the list of prompts that will be used
- Testing out the audience-facing poll ahead of time
- Testing out the availability of the poll within the assigned room
- For those technologies that generate a weblink, it can be helpful to create a tinyurl ([tinyurl.com](http://tinyurl.com)) that will be easier to type in and/or create a QR code ([www.qr-code-generator.com](http://www.qr-code-generator.com)) that can be scanned.

### During Session

Online polling can be used anytime during a session - early on to generate interest or point out an issue, in the middle to break up a presentation, or at the end to stimulate questions or call attention to future work. It is typically good form to reveal the results live to the audience. An online forum might also remain open during an entire session, allowing a backchannel that can be used to anonymously generate questions (or discussion points) to be addressed at the end of a session. If this option is used, it can be helpful to have a backchannel moderator who then will pass questions to the session moderator.

### Post Session

It is optional to make the questions/responses available to the participants afterward but could serve to continue discussion and community-building afterward.



## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Nothing beyond what is needed for a standard session
<b>No. of Participants</b>	Most tools will scale, but some charge for scaling beyond certain numbers
<b>Room Configuration</b>	N/A
<b>AV Needs</b>	It is helpful to have projection to show results
<b>Scalability</b>	Most tools will scale
<b>Facilitators</b>	1 lead facilitator and perhaps helpers for backchannel moderation
<b>Presenter Resources</b>	N/A
<b>Facilitator Resources</b>	Websites are listed above and have training materials
<b>ASEE Resources</b>	N/A

## ROLES

### Presenters

Presenters might not need to do anything if an online option is a part of the session. On the other hand, if it is only their presentation they will need to build and execute the poll themselves.

### Facilitators

## REFERENCES

### Resources and Examples

The website above can serve as a great starting point

### Contacts

Joe Tranquillo (Bucknell)

### Contributors:

## RECOMMENDED VARIATIONS

A poll could be used before or after a session. If using before this can build excitement for the session. If used afterward it can keep an important conversation going or collect assessment data.

**This session guide is written for the following audience:**

Program Chairs     Presenters     Session Chairs     Other

# Conclusions Only Showcase

Session Type: Information Exchange/Conversations, Informal, Rapid Fire

## ABOUT THIS SESSION

### Objective

To allow people to present the conclusions of their work to the full audience, then provide time for the people to engage with the authors of the work they find most appealing.

### Description

Presenters summarize their main conclusions on a single slide, flip chart, or poster which are distributed around the room. Each presenter briefly explains the purpose of the work and the conclusions they have reached. Participants then engage with the presenters one-on-one or in small groups to learn more about the work. This has elements of rapid fire strategies like Pecha Kucha or Postcard session, but time is explicitly included for participants to talk with the authors. This strategy has elements of a Poster session, but everyone will hear elevator pitch of each author.

## ORGANIZATION AND TIMING

### Pre Session Activities

The program chair may have to identify papers that would fit this format. The session chair would then need to coordinate with the presenters to agree on how the content will be delivered. Participants could bring a poster, or summary flip-chart page. Or those materials could be in the room with posters created at the start of the session. If presentations are delivered using PowerPoint slides, they should be aggregated into a single deck by the session chair. Before the session begins, the presenters will be assigned a location in the room where they will display their flip chart.

### During Session

(Intro: 10 Mins) The session begins with each presenter giving a 1-2 minute summary of what they were investigating, and the main conclusions from the work. These presentations can be done from in front of their flip charts, or more formally with one or two PowerPoint slides.

(Active Engagement: 60-70 min) After the initial presentations, the audience scatters to the posters they wish to learn more about to learn more about the work. The discussion could be organized as a single session, with people moving through the room at will, or it could be divided into two or three blocks.

(Summary: 10 min) At the end of the session, the facilitator asks the audience to reflect and comment on the work they have seen. This discussion could include ideas for adaptation or future work, identification of synergies with work other people have done, or other topics suggested by the specific session topic.

### Post Session

N/A

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Any room that can accommodate 4-5 places for people to post their results, and groups to congregate. Access to the walls is preferred.
<b>No. of Participants</b>	4-5 presenters. 10-40 participants to foster engagement.
<b>Room Configuration</b>	Any with access to walls.
<b>AV Needs</b>	To facilitate discussion, PowerPoint is discouraged. But, the initial presentations could be done using slides.
<b>Scalability</b>	In some respects, this is a small poster session.
<b>Facilitators</b>	The session chair should explain the process at the beginning of the session and keep track of time.
<b>Presenter Resources</b>	Tape, flip charts, markers, poster,, two PowerPoint slides.
<b>Facilitator Resources</b>	Watch
<b>ASEE Resources</b>	N/A

## ROLES

### Presenters

Prepare slides, flip charts or other materials before session. Agree to limit their initial presentation to 1-2 minutes.

### Facilitators

Coordinates session with presenters so they know what to prepare/bring to session. Manages time to ensure time for discussion. May end session with a wrap-up.

## REFERENCES

### Resources and Examples

### Contacts

### Contributors:

Susan McCahan (U of Toronto)  
Rick Olson (U of San Diego)

## RECOMMENDED VARIATIONS

- Flip charts could be replaced by posters. The flip chart is likely to work well at presenting 3-4 main ideas, but the poster could include information that will foster deeper discussion.
- The initial short presentations can be done by presenter standing in front of their materials, or with PowerPoint. PowerPoint could facilitate using posters as the focus of discussions.
- Breaking the discussion session into 2-3 blocks will allow people to easily talk with more than one author. It will also likely reduce the number of people competing to talk to the most popular authors, and also ensure that the less popular authors will have some people visiting them.

**This session guide is written for the following audience:**

Program Chairs     Presenters     Session Chairs     Other

# Curriculum Exchange

Session Type: Information Exchange/Conversations, Rapid Fire

## ABOUT THIS SESSION

### Objective

Presenters will be able to share successful curriculum strategies. A digital repository of outputs generated will be developed and disseminated at the end of the session, so that any attendee could adapt the presented materials.

### Description

Potential presenters submit short papers that describe & include guides for short curriculum units including motivations, objectives, implementation guide, and assessment, which are available before the conference. Presenters begin with a short presentations, followed by round table discussions, where the presenters facilitate the discussion of how their best practices could be implemented in other institutions. Those attending the session will be provided access to all resources submitted before, and generated during the session.

## ORGANIZATION AND TIMING

### Pre Session Activities

The potential presenters (or alternatively, invited presenters) submit an abstract (up to 400 words) briefly describing the curriculum and why it would be valuable to share. The selected presenters are then invited to submit short papers (3-5 pages) that describe the curriculum they are presenting, including motivations, objectives, implementation guide, and assessment for attendees read before the session. The program chair provides a URL, which will be used as a repository of all resources submitted before and then generated during the session.

### During Session

Presenters may start with a short 5-minute presentations, with moderators present to keep them on time. After the talks, each of the presenters will facilitate a roundtable discussion where attendees could learn how to adapt the presented curriculum to their particular situations. Attendees are encouraged to move around the room and learn from several presenters.

### Post Session

Attendees are encouraged to submit their modifications to the curriculum to the repository, so that other conference attendees could read about potential methodologies of how to implement the presented curriculum in their particular context.

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Standard room size
<b>No. of Participants</b>	5 presenters and at least 5 attendees up to 40
<b>Room Configuration</b>	Room with round tables that could seat up to 10
<b>AV Needs</b>	Projector
<b>Scalability</b>	Not scalable, should be small to allow for conversations
<b>Facilitators</b>	Needed to keep time, ensure that no one person dominates the conversation, and then make encourage material generated is disseminated online
<b>Presenter Resources</b>	Facilitator keeping them on time.
<b>Facilitator Resources</b>	N/A
<b>ASEE Resources</b>	N/A

## ROLES

### Presenters

Group of experienced practitioners ready to tell the story of how they implemented a curriculum or learning module. Ability to facilitate discussion in roundtable.

### Facilitators

Moderator able to ensure the presentations are 5 minutes and no one dominates the conversation during the roundtables

## REFERENCES

### Resources and Examples

[Find Your Center: Using Engineering and Biomechanics to Investigate Center of Mass \(PI2 Resource Exchange\)](#)

[Call for Proposals for Curriculum and Resource Exchange.](#)

### Contacts

None

### Contributors:

Jennifer Cole  
Kellie Grasman  
Jason Harron  
Ian Marcus (Drexel)  
Gemma Henderson (University of Miami)

## RECOMMENDED VARIATIONS

Session could be used for other themes and ideas outside of curriculum, such as best practices, assessment practices, and interdisciplinary success stories.

**This session guide is written for the following audience:**

Program Chairs     Presenters     Session Chairs     Other

# Drop-in Discussion

Session Type: Information Exchange/Conversations

## ABOUT THIS SESSION

### Objective

Create a physical space for sharing on how common challenges are addressed with peers

### Description

Session has a theme (e.g. "Classroom Management", or "Academic Integrity") which is publicized in advance. People interested in the theme sit down to discuss their experiences.

## ORGANIZATION AND TIMING

### Pre Session Activities

Need to organize with conference planners a space where this could take place over the course of the conference. Organizers for the sessions will need to schedule the topics, and ensure it is publicized.

### During Session

Participants can drop-in at any point to have a discussion with peers on a subject of interest.

### Post Session

It can be helpful to create a record of the discussions, likely electronically.

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Space in the concourse with tables and chairs for people to discuss specific topics
<b>No. of Participants</b>	As many as can fit into that space and would like to converse on the topic of interest
<b>Room Configuration</b>	Chairs that are moveable in a common area outside the exhibition hall would be an ideal location
<b>AV Needs</b>	N/A
<b>Scalability</b>	Scales with the amount of people who wish to discuss the pre-planned topic
<b>Facilitators</b>	1 per session, anyone who suggests a topic that they would like to discuss could organize and be present to discuss with participants who drop-in
<b>Presenter Resources</b>	N/A
<b>Facilitator Resources</b>	N/A
<b>ASEE Resources</b>	Location with chairs at the Conference Center

## ROLES

### Presenters

N/A

### Facilitators

Being present and with the desire and interest to discuss the specific topic that they decided to facilitate the discussion for.

## REFERENCES

### Resources and Examples

### Contacts

None

### Contributors:

Ian Marcus (Drexel)

## RECOMMENDED VARIATIONS

**This session guide is written for the following audience:**

Program Chairs     Presenters     Session Chairs     Other

# Engineering Shark Tank

Session Type: Formal/Traditional

## ABOUT THIS SESSION

### Objective

Encourage active participation and get speakers to focus on transferring skills and strategies to others.

### Description

Four speakers give 10 minute "pitches". Each speaker then sits at a separate table and the audience circulates to ask questions. At the end of the session, the audience votes to determine their favorite.

## ORGANIZATION AND TIMING

### Pre Session Activities

Program Chair (and/or Session Facilitator) creates a theme for the Shark Tank and invites or assigns speakers for the session. (Potential themes include "Labs for XXX class", "Favorite Classroom Games", "Active Learning Strategies", etc.)

Session Facilitator alerts speakers that they have only 10 minutes to present and should do so in an elevator pitch format, trying to sell the audience on their idea. Session Facilitator also decides what mode to use for voting (live polling or index cards or other approach)

### During Session

Speakers each present their pitch in 10 minute window. Pitches are presented back-to-back without Q&A. Once all pitches are done, the speakers each move to a separate table (round tables are preferred). Audience members are encouraged to circulate between the tables and ask questions of the speakers. In the last 5-10 minutes of the session, the Session Facilitator coordinates a live vote for the best pitch (based on the pitch and the Q&A); voting can be done electronically via a polling app or online form, or on paper with index cards or paper voting slips. The Session Facilitator tallies the votes and announces the winner. Prizes are optional!

### Post Session

The Session Facilitator could notify the Program or Division Chair of the winning pitch for possible posting on the Division website.



## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Standard conference room
<b>No. of Participants</b>	10-40
<b>Room Configuration</b>	Tables (rounds are preferable) and chairs; screen in front
<b>AV Needs</b>	Projection/Screen
<b>Scalability</b>	With more than 4 presenters, need to increase session time or shorten the presentation time. Suggested time balance: 40% = presentation, 50% = Q&A, 10% = voting/wrap-up. Suggested audience/speaker ratio: <8:1
<b>Facilitators</b>	1 Session Facilitator
<b>Presenter Resources</b>	PPT slides (10 minutes max)
<b>Facilitator Resources</b>	Polling materials (pre-made online poll or form, or index cards/voting slips)
<b>ASEE Resources</b>	N/A

## ROLES

### Presenters

Prepare a 10-minute pitch for your idea.

### Facilitators

Explain the session format to the audience. Ensure presenters keep to their allotted 10 minutes for each pitch. Facilitate the transition to Q&A at the tables, encouraging audience members to move around. Facilitate the live polling at the end for the audience's favorite idea.

## REFERENCES

### Resources and Examples

This session is inspired by the ABC series [Shark Tank](#) but has been implemented in various formats with university entrepreneurship programs and elsewhere.

### Contacts

None

### Contributors

Susannah Howe (Smith College)

## RECOMMENDED VARIATIONS

A variant of this session focuses on the best "actionable idea". Instead of the format above, the session is run as a traditional paper session, with brief Q&A after each presentation (audience stays seated). In the last 15 minutes of the session, each presenter gives a 1-slide recap of their "actionable idea" and the audience votes (electronic or paper) on their favorite. Presenters need to prepare the single "action slide" in advance.

**This session guide is written for the following audience:**

Program Chairs     Presenters     Session Chairs     Other

# Great Debate

Session Type: Formal/Traditional

## ABOUT THIS SESSION

### Objective

Encourage lively discussion on a current topic by exploring opposing viewpoints.

### Description

Two champions present opposing points of view on a current topic of interest. Group discussion follows and participants can physically align themselves with the point of view they agree with by separating into respective groups.

## ORGANIZATION AND TIMING

### Pre Session Activities

Topics are selected from submitted papers or from calls for topics or from a current event or topic with multiple points of view. Topics of broad interest are best. Program chair selects champions to present, likely from division members who are known to hold particular positions. The *Lead Facilitator* communicates with co-facilitators to discuss the organizational approach and strategy for conducting the discussion portion of the session.

### During Session

1. Facilitator/Moderator introduces the topic and viewpoints each champion represented. *[5-10 min]*
2. Each champion presents argument in support of their viewpoint. *[20 min or 10 min per viewpoint]*
3. Each champion has an opportunity to present further arguments based on the points raised or questions asked by the opposing champion. *[10 min or 5 min per viewpoint]*
4. Once the formal debate is done, table facilitators encourage discussion among session participants in small groups. *[15-20 min]*
5. Optional: Lead facilitator/moderator could encourage questions from the floor for the champions, or allow tables to contribute thoughts and opinions that were discussed, or have participants physically align themselves with the viewpoint they support to encourage continued discussion among session attendees. *[15 min]*

### Post Session

Provide any feedback received from presenters and/or attendees to the Lead Facilitator. Any comments on the success of the session and the effectiveness of the facilitators are welcomed and appreciated.

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Open room with tables and chairs
<b>No. of Participants</b>	1 champion per viewpoint + as many as the room can accommodate
<b>Room Configuration</b>	Round tables with chairs; projection screen at one end
<b>AV Needs</b>	Projection capabilities. Wifi or cell service is encouraged if live polling or a web-based survey tool is used.
<b>Scalability</b>	Easily scalable, dependent on space and availability of facilitators or volunteers
<b>Facilitators</b>	1 lead facilitator (session moderator) + 1 facilitator per table
<b>Presenter Resources</b>	PPT slides as appropriate
<b>Facilitator Resources</b>	PPT slides for introduction and context of the topic/session
<b>ASEE Resources</b>	Suggest to use the Distinguished Lecture type session time for multiple of these to occur on different topics in parallel.

## ROLES

### Presenters

Present argument in support of viewpoint.

### Facilitators

Maintain order and civility in the session. Ensure all viewpoints are given equal time. Facilitate discussion among session participants/audience.

## REFERENCES

### Resources and Examples

Many resources on hosting debates can be found online

### Contacts

None

### Contributors:

Alicia Modenbach (University of Kentucky)

## RECOMMENDED VARIATIONS

**This session guide is written for the following audience:**

Program Chairs     Presenters     Session Chairs     Other

# Group Synthesis

Session Type: Formal/Traditional

## ABOUT THIS SESSION

### Objective

The objective of group synthesis session are to help a group generate questions, synthesize information, and develop key take-aways or action items around a core topic.

### Description

This exercise can fit into several session types, including more traditional sessions. The key activity is to use the last 5-10 minutes of a session to have participants contribute take-aways to a collective list. The collective list can be done in software (such as a Google Sheet or PollEverywhere) or more manually using posters, Post-It notes, or Notecards on a wall.

## ORGANIZATION AND TIMING

### Pre Session Activities

Since this works with many session types the main activities before the session are to ensure the timing of the regular session of activities leaves 5-10 minutes at the end. Also any recording of take-aways needs to be arranged either by ensuring internet access, having a computer to take notes on, or supply pens, paper, and other material.

### During Session

The moderator should remind participants about the activity at the start of the session to remind those in the session to take notes and record their take-aways. If there are any prompts to frame take-aways they should be shared with participants at this time. In the last minutes dedicated to group synthesis ask the audience to work in pairs or small groups for a few minutes to capture key take-aways and either post them electronically or write them down to record them.

To close the session the moderator should read out loud, or ask participants for, the take-aways. Be sure to capture the information recorded before dismissing the session.

### Post Session

The moderator may wish to collect a list of email addresses if key take-aways or other information is to be shared with participants following the session.

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Works in almost any room size
<b>No. of Participants</b>	Works with any size, but large groups will not enable all audience members to participate
<b>Room Configuration</b>	Works in any room configuration.
<b>AV Needs</b>	Depends on how data is to be captured. Electronic capture needs internet and paper capture should have a wall to display results.
<b>Scalability</b>	Highly scalable.
<b>Facilitators</b>	For large groups having helpers to collect recorded data may be useful.
<b>Presenter Resources</b>	NA
<b>Facilitator Resources</b>	<a href="https://www.polleverywhere.com/">https://www.polleverywhere.com/</a>
<b>ASEE Resources</b>	NA

## ROLES

### Presenters

No special roles

### Facilitators

Guide participants to generate take-aways, collect and summarize results, ensure good time keeping to leave time at the end of the session for synthesis.

## REFERENCES

### Resources and Examples

### Contacts

### Contributors:

Joe Tranquillo (Bucknell)

## RECOMMENDED VARIATIONS

There are many possible variations depending on how data is collected. Given the vagaries of internet access, having paper backup is suggested.

### This session guide is written for the following audience:

Program Chairs     Presenters     Session Chairs     Other

# Madlib Mini Talk

Session Type: Formal/Traditional

## ABOUT THIS SESSION

### Objective

Rapidly summarize the main points of a talk or paper, in a standard format.

### Description

MadLibs are an amusing and familiar storytelling framework that can help quickly summarize main points for an audience. They are not to be used as the basis for a session but can supplement many other session formats as discussed in the "Recommended Variations" section.

## ORGANIZATION AND TIMING

### Pre Session Activities

The facilitator will need to build the MadLib ahead of time and distribute it with instructions on where and how to deliver it to the audience. The key is to develop a MadLib that will capture the main elements of a talk, but in the format of a story. An example might be:

In \_\_\_(context)\_\_\_ we noticed that\_\_\_(observation)\_\_\_\_. This generated the question \_\_\_\_\_(question), which we think is important to answer because \_\_\_\_\_(rationale)\_\_\_\_. To help answer this question we \_\_\_\_\_(brief discussion of method)\_\_\_\_. Our most important finding was \_\_\_\_\_(most important finding)\_\_\_\_. Based on this, we hope to follow up by \_\_\_\_\_(next step or question).\_\_\_\_

There are many variations that should be constructed for the particular session. The above is only meant to be a generic example.

The facilitator/moderator will want to determine how far ahead of time the MadLib will need to be prepared, if they want to see it before the session, and if it is okay to fill it out by hand or if an electronic template/submission should be used.

### During Session

The MadLib could be read at the beginning or end of a discussion or talk, or perhaps even both. Alternatively, the MadLib could be the entire presentation, as in a lightning or snap talk.

### Post Session

It can be helpful to collect the MadLibs and distribute them electronically to the participants as a record of the main points of the session. In this regard, it is important to include contact information in case a participant would like to follow-up with an individual.

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	N/A
<b>No. of Participants</b>	N/A
<b>Room Configuration</b>	N/A
<b>AV Needs</b>	You want to project MadLibs for all to see
<b>Scalability</b>	Generally scales well as long as there aren't too many participants trying to all read their MadLibs to the entire group.
<b>Facilitators</b>	Generally only one facilitator and perhaps a volunteer to collect (if applicable)
<b>Presenter Resources</b>	Access to the MadLib ahead of time
<b>Facilitator Resources</b>	
<b>ASEE Resources</b>	N/A

## ROLES

### Presenters

Will need to fill out the MadLib and be prepared to read it.

### Facilitators

Will need to create the Madlib and distribute it with some guidance.

## REFERENCES

### Resources and Examples

#### Contacts

Joe Tranquillo (Bucknell)

#### Contributors:

Joe Tranquillo (Bucknell)

## RECOMMENDED VARIATIONS

MadLibs could be used as a report out strategy for many of the less traditional sessions. For example, when used with an unconference, a MadLib could help a facilitator rapidly have ad hoc groups present their conclusions. Another variation is to have presenters give their MadLib right before a panel discussion as a reminder of their ideas and positions. Another alternative is to have participants fill out a MadLib for each talk to take away with them as their own way of taking notes.

### This session guide is written for the following audience:

Program Chairs     Presenters     Session Chairs     Other

# Mini Town Hall Meeting

Session Type: Information Exchange/Conversations, Informal

## ABOUT THIS SESSION

### Objective

To draw people in to discuss a particular topic (or variations thereof) and capture collective thinking.

### Description

Similar to the Interdivisional Town Hall: Theme-based discussion that is either focused or includes multiple dimensions of a similar topic. Goal of having ideas collected and shared.

## ORGANIZATION AND TIMING

### Pre Session Activities

Program Chair and/or Session Facilitator(s) should solicit a list of topics/themes for the session well in advance. This can be done via in-person brainstorming at the previous ASEE conference or via email/electronic voting in the fall/winter before the conference. Program Chairs might coordinate with ASEE HQ to find out the Distinguished Lecture session times so that the mini-townhall could build upon the ideas presented there. In advance, Session Facilitator(s) should also decide the format of the session, prepare any note-taking templates (hard copy or digital), get help from volunteers, and gather documentation materials (pens, paper, etc.) Immediately prior to the session, the Session Facilitator(s) or other volunteers should distribute any paper handouts to the different tables. Having table tents with the ideas can help direct participants to the tables.

### During Session

Divide the audience into tables as they enter the room. Division can be done by sub-topic (identify different topics for different tables), or by group (institution size, institution type, faculty rank, etc.), or randomly. Once the audience is seated, the Session Facilitator(s) should introduce the session, provide context and intended outcomes, and introduce the topic/subtopics. This should be short to maximize the amount of active time. Audience members discuss the topic at their table and document their findings - documentation is key to increase accountability during the session and as a record after the session. Session Facilitator(s) divide up and help oversee/encourage conversation at a subset of tables. If time permits, the Session Facilitator(s) might encourage audience members to switch to a different table to continue their conversations with different viewpoints.

### Post Session

Session Facilitator(s) or other volunteers compile the discussion outcomes, or plans for addressing the problem posed. Information is disseminated, via Program or Division Chair, to attendees/ASEE membership.



## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Open room with tables and chairs
<b>No. of Participants</b>	10-300 (assuming room is large enough)
<b>Room Configuration</b>	Round tables and chairs; projection screen on one end
<b>AV Needs</b>	Projection capability. Wifi is encouraged if attendees are expected to document their work digitally
<b>Scalability</b>	Easily scalable to 300+ people, provided there is enough room and Session Facilitator(s) or other volunteers
<b>Facilitators</b>	1-5 Session Facilitators to plan session in advance and facilitate sub-topics
<b>Presenter Resources</b>	N/A
<b>Facilitator Resources</b>	PPT slides for introduction/context, templates (hard copy or digital)
<b>ASEE Resources</b>	Suggest to use the Distinguished Lecture type session time for multiple of these to occur on different topics in parallel.

## ROLES

### Presenters

None needed

### Facilitators

Champion to organize in advance, facilitate during the session, and disseminate afterwards.

## REFERENCES

### Resources and Examples

The Interdivisional Town Hall has been held annually at ASEE since 2014 on a range of topics. Some of the years have included a [virtual conference](#) held in advance to determine sub-topics.

### Contacts

Atsushi Akera (RPI)  
Joe Tranquillo (Bucknell)

### Contributors:

## RECOMMENDED VARIATIONS

To promote additional engagement in advance, consider holding a [virtual conference](#). This gives a broader group the opportunity to suggest topics and share ideas before the Session Facilitator(s) choose the topics or subtopics with the most interest.

### This session guide is written for the following audience:

Program Chairs     Presenters     Session Chairs     Other - ASEE HQ

# Open Mic Night / Nifty Ideas

Session Type: Informal, Rapid Fire

## ABOUT THIS SESSION

### Objective

Give participants the ability to quickly contribute ideas on-the-fly during a session.

### Description

Based upon the idea of an open mic night, participants are given a template and a bit of time to create a minimal presentation to others. The result is a rapid idea-share, during which each participant has a minute or two to present their idea. Not all audience members need to participate but it is more lively the more who do present.

## ORGANIZATION AND TIMING

### Pre Session Activities

The moderator/facilitator should complete three key tasks well before the session:

- 1) Decide upon the general theme of the session. This might be nifty pedagogical ideas, critical research questions, or something the division must take up as an important topic of interest. This theme should be a broad, but simple to understand concept.
- 2) Create the template for the report-outs. This could take many forms from a poster to a single slide to a MadLib (see: Alternative Poster Session, Madlib Mini Talk, among others). This template should be simple enough that someone could fill it out in 20 minutes or less. Essential items are a title, description and contact information.
- 3) Solicit 2 or 3 volunteers to present (using the template) to demonstrate what is expected. It should be stressed that, because they will be setting the tone and example, these volunteers should keep it informal, stick to the template and the time.

### During Session

The session begins with an explanation of the format, followed by 2 or 3 volunteers showing what is expected of a short presentation. Next is to give participants time (20-30 minutes) to create their own nifty idea. The main event is then to give time for participants to share their ideas. This could be presentations, a poster gallery walk, short pitches or some other rapid type of presentation. It is helpful to conclude the session with some summary of what was presented and how to make what was seen actionable.

### Post Session

It can be helpful to collect or record in some way ideas generated and disseminate them to participants. This means having a collection method (typically either electronic or on paper) as well as a way to gather contact information from participants. The facilitator then needs to collate the resources and send them to the participants (generally by email).

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Any type of space could work
<b>No. of Participants</b>	There are no real limits, although only a certain number will be able to present.
<b>Room Configuration</b>	Almost any configuration can work as long as there is room for participants to prepare their materials.
<b>AV Needs</b>	Will depend upon the nature of the report-out..
<b>Scalability</b>	Best for 20-40 people but could scale to more
<b>Facilitators</b>	The more people, the more facilitators will be needed to help participants prepare their presentations.
<b>Presenter Resources</b>	A simple template for them to fill in, created by the facilitator.
<b>Facilitator Resources</b>	N/A
<b>ASEE Resources</b>	N/A

## ROLES

### Presenters

Will be determined at the session, but will need clear instructions.

### Facilitators

Must prepare before, but it is most critical to keep everyone on time and prevent any single person from dominating the stage.

## REFERENCES

### Resources and Examples

#### Contacts

Joe Tranquillo (Bucknell)

#### Contributors:

Joe Tranquillo (Bucknell)

## RECOMMENDED VARIATIONS

**This session guide is written for the following audience:**

Program Chairs     Presenters     Session Chairs     Other

# Pecha Kucha

Session Type: Formal/Traditional, Rapid Fire

## ABOUT THIS SESSION

### Objective

To quickly present the major ideas from each author in order to get to a longer, more in-depth discussion.

### Description

[Pecha Kucha](#) is a timed format presentation of twenty slides which automatically advance every twenty seconds, for a six+ minute presentation. Rather than text, most Pecha Kucha slides present images.

## ORGANIZATION AND TIMING

### Pre Session Activities

The Pecha Kucha format requires quite a bit of practice to do well, so presenters should be notified to practice their talk several times before the conference. Given the lack of textual elements in most Pecha Kucha presentations some sessions may ask the presenters to bring handouts. Presenters will also need to be given instructions on the format and set up software to have their slides automatically advance every twenty seconds. It is recommended the moderator review the talks or seek AV assistance. Time should be blocked out for more in-depth questions or if a panel of presenters is used space needs to be set up for the panel at the front of the room. For a coherent panel or discussion, select talks by a theme or topic.

### During Session

The moderator should simply need to hit play on each presentation. The moderator needs to be willing, however, to intervene to stop presenters when their 400 seconds are up. A loud timer can help in this regard. The session chair should have plans for how to fill the time following the presentations either with a panel or in-depth questions and having some preset questions can help kick off discussion.

### Post Session

There are no special post-session requirements beyond respecting the presenters requests to delete presentations.

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Standard room with space for panel if desired.
<b>No. of Participants</b>	Up to 12 presenters if no discussion or panel is planned.
<b>Room Configuration</b>	Standard room with space for panel if desired.
<b>AV Needs</b>	Projector and computer with software such as Powerpoint or Keynote that supports slide timings.
<b>Scalability</b>	Highly scalable given minimal set up requirements and short presentation times.
<b>Facilitators</b>	Willingness to intervene to stop talks going over length.
<b>Presenter Resources</b>	Pecha Kucha talks take significant practice to do well, especially if presenters have never before done a timed talk. A hint is to have no more than two sentences per slide.
<b>Facilitator Resources</b>	NA
<b>ASEE Resources</b>	NA

## ROLES

### Presenters

Create a 20 slide timed talk that is light on text and rich on images. Practice, practice, practice.

### Facilitators

## REFERENCES

### Resources and Examples

See example talks and information at <https://www.pechakucha.com/>

### Contacts

#### Contributors:

Mike Foster (George Fox)  
Keith Plemmons (The Citadel)

## RECOMMENDED VARIATIONS

Pecha Kucha with Moderated Panel - Initial Pecha-Kucha presentations are followed by a panel discussion.

A similar presentation format is called Ignite. Ignite presentations are faster with twenty slides advancing every fifteen seconds. Ignite blends images and text.

**This session guide is written for the following audience:**

Program Chairs     Presenters     Session Chairs     Other

# Postcard Session

Session Type: Information Exchange/Conversations, Formal/Traditional

## ABOUT THIS SESSION

### Objective

Allow presenters to report and obtain feedback on current research efforts in a rapid fire and discussion-based format.

### Description:

This format provides authors of work-in-progress papers the opportunity to rapidly pitch, in five minutes or less, an overview of their work with a two-slide (i.e., the front and back of a postcard) presentation. After all pitches are made, attendees will form into small groups where attendees have the opportunity to interact with one or more postcard authors.

## ORGANIZATION AND TIMING

### Pre Session Activities

Session moderator needs to (1) clearly explain the operational format of the session and (2) solicit the two PowerPoint slides from each presenter; try to have the slides submitted at least one week prior to the Conference. The session works best if a single slide deck is created by the moderator. Include an introductory slide containing the title of each paper and its authors preceding the two submitted slides, so that the authors can dedicate both of their slides to research content. Do not allow animation, as some have tried to circumvent the two-slide limit through excessive animation. Do allow authors to use their own template for their slides, as it's often the case that their template includes institutional branding that they wish to have on display.

Encourage authors to bring a handout to distribute to interested parties; portable show-and-tell materials are also effective. Discourage the use of posters, as there will probably not be poster boards in the rooms hosting these sessions. To help attendees, moderator should provide a half-page session schedule to attendees listing each paper being presented along with a brief, one sentence description and some space for notes - this helps attendees to keep track of what papers to visit afterwards. A key issue regarding this format is the number of papers per session - if you have too many, by the end of the presentation portion attendees will have forgotten the first presentations.

### During Session

The moderator should start by briefing explaining the session format: two slides, five minutes max per paper, followed by breaking into small groups. Hand out the session schedule and encourage attendees to write down questions that they might have for authors later in the session. At the end of the presentation portion, have the authors spread around the room, then in order of presentation have each author announce their one-sentence description to help attendees remember who presented what. Dismiss attendees to small groups; let people know it's okay to visit multiple groups during the remainder of the session.

### Post Session

N/A

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Needs to be large enough to allow for breakout groups; rooms that can seat 100 in theatre configuration will probably be sufficient.
<b>No. of Participants</b>	6-8 presentations is ideal; can be stretch up to 10 presentations .
<b>Room Configuration</b>	Round tables are best, as each table can then host a small group.
<b>AV Needs</b>	Projector needed for showing the postcards.
<b>Scalability</b>	Need to limit the number of presentations so that there is sufficient room for small groups and sufficient time for interaction.
<b>Facilitators</b>	Presenters serve as small group facilitators.
<b>Presenter Resources</b>	Session moderator needs to create one slide presentation containing all postcard presentations.
<b>Facilitator Resources</b>	Encourage presenters to bring a one-page handout containing additional research details and contact information.
<b>ASEE Resources</b>	None needed.

## ROLES

### Presenters

- (1) Provide two informational slides at least one week before the conference.
- (2) Keep presentation under 5 minutes.
- (3) Be prepared to lead small group afterwards.

### Facilitators

Make one slide deck from all submissions; include introductory slide for each presentation; keep track of presentation time.

## REFERENCES

### Resources and Examples

[ASEE 2016 - Work-in-Progress Postcard Session \(First-Year Programs\)](#)  
[ASEE 2018 - Works-in-Progress Postcard Session \(Chemical Engineering\)](#)  
[ASEE 2018 - Works-in-Progress Postcard Session \(DEED\)](#)  
[ASEE 2019 - WIP - Call for Proposals - BED](#)

### Contacts:

Gail Baura, Christine Masters, John Estell, Blake Hylton

### Contributors:

John K. Estell (Ohio Northern)  
Gemma Henderson (University of Miami)

## RECOMMENDED VARIATIONS

Pecha Kucha, Pecha Kucha with Moderated Panel, Speed Dating.

**This session guide is written for the following audience:**

Program Chairs     Presenters     Session Chairs     Other

# Question the Method

Session Type: Information Exchange/Conversations

## ABOUT THIS SESSION

### Objective

To help attendees better understand how to apply either an innovative teaching method/curriculum OR engage in a new format for research. What are the essential elements of a method that should be preserved across instantiations? What can be adapted to suit your context?

### Description

An individual or small group of experienced practitioners of a particular curriculum or research format give an overview of their methods. These are people who have actually enacted the method and can frankly discuss its strengths and weaknesses, what works easily, as well as unexpected pitfalls. A moderator kicks off questions of how to best transfer that work to other situations. Attendees are given ample time to ask questions and find out how best to adapt that method to their own course/ institutions / research questions, with a goal of assisting new implementations of this method.

## ORGANIZATION AND TIMING

### Pre Session Activities

This session type will work best with both 1) experienced practitioner(s) willing to share the story of using this particular method and 2) many interested attendees. To select a method, the organizer can invite experienced practitioners to submit ideas, review last year's "best of" papers, poll members for topics they would like to learn more about, or otherwise gathering feedback from your division. Try to locate a method that seems promising, but that people think "might not work at my institution" or a new research technique that needs clarification before others will attempt it. Ideally, there would be experienced practitioners from different contexts, able to discuss more than one implementation.

Ask the experienced practitioners to prepare a less-than 10 minute overview of their method. Organizer can choose whether this is verbal only, with slides or another presentation aid. The moderator should prepare 2-3 questions to get the conversation started. Advertise the session by highlighting any positive associations such as its role in a large project, as featured in a "best" paper, etc.

### During Session

The moderator begins by explaining the goal of the session and the expectation for audience participation. The experienced practitioners can be seated as a panel or less formally. To foster this kind of conversation, their presentation should be a narrative, including both positives and struggles with this method, less formal than a paper presentation. The moderator needs to ensure the opening presentation does not go over the established time limit. The moderator then kicks off the conversation, and afterwards roams, moving the mic for questions from the audience. The moderator should strive to keep the conversation moving, so that one attendee does not monopolize the conversation on their specific context.

### Post Session



Consider circulating a contact sheet for those who may want to ask follow up questions at a later date. This type of session may also provide an opportunity to develop a post-conference document, which disseminates the practice presented to a broadened audience of potential practitioners.

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Standard room with space for panel if desired.
<b>No. of Participants</b>	Standard room will suffice
<b>Room Configuration</b>	Standard rows of chairs or tables will work
<b>AV Needs</b>	Projector; Roving mic for moderator/audience, Mics for experienced practitioners (panel)
<b>Scalability</b>	Over 75 attendees and not all the questions will get asked
<b>Facilitators</b>	1 moderator
<b>Presenter Resources</b>	Short (less than 10 min) presentation
<b>Facilitator Resources</b>	NA
<b>ASEE Resources</b>	NA

## ROLES

### Presenters

Group of experienced practitioners ready to tell the story of how they implemented a curricular or research method

### Facilitators

Moderator able to 1) cut off presenters if they run long, 2) start discussion and 3) keep the discussion going.

## REFERENCES

### Resources and Examples

NA

### Contacts

### Contributors:

Katherine Goodman (CU Denver)  
Ian Marcus (Drexel)

## RECOMMENDED VARIATIONS

The "Failure" Panel - which features people discussing projects that went wrong and openly discussing what they view as the causes.

**This session guide is written for the following audience:**

Program Chairs     Presenters     Session Chairs     Other

# Speed Dating

Session Type: Information Exchange/Conversations, Rapid Fire

## ABOUT THIS SESSION

### Objective

Engage everyone in everyone else's research.

### Description

This three-phase session enables participants to learn about many different research efforts, identify those of most interest, and join a group conversation to discuss a few topics in more depth. The session also enables participants to pitch their work in a concise format multiple times to multiple people.

## ORGANIZATION AND TIMING

### Pre Session Activities

Recruit/assign presenters. This could be done by the Session Facilitators or Program Chair. Each presenter prepares a 1-minute pitch about their specific work.

### During Session

Phase 1: Individual Dating (30 mins)- Presenters pair up and deliver their 1-minute pitches to each other. Facilitator gives a signal and the presenters move to find a new date. Repeat the pitching and switching for the available time or until all presenters have pitched to all other people, whichever comes first. (An easy way to facilitate the switching is to seat presenters in two circles of chairs, one inner and one outer, that face each other. At the signal, the people in the inner circle shift one chair and the people in the outer circle stay still.)

Phase 2: Matching (10 mins)- Each presenter selects the 5 research topics they are interested in talking more about. The Facilitators then make the matches, grouping 4-6 people with common interests. (Facilitators could use an online form or paper ballots to record the presenters' interests. Matching can be done via a software program or manually. The goal is to make matches fairly quickly, even if this leads to imperfect groups, so that the participants will have enough time for the group conversations.)

Phase 3: Group Dating (35 mins)- Facilitators announce the groups and assign locations. Participants move to the relevant location to join their new group and discuss their work with a smaller group of people.

### Post Session

N/A

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Open space, room to move around
<b>No. of Participants</b>	Maximum of 30 participants
<b>Room Configuration</b>	Large open room with long tables and/or 2 rows of chairs facing each other. Could also set up with two circles of chairs, one inner and one outer, facing each other.
<b>AV Needs</b>	N/A
<b>Scalability</b>	To include more than 30 presenters, add more time for the initial dating period
<b>Facilitators</b>	Minimum of 2 Facilitators to collect interests and make matches
<b>Presenter Resources</b>	N/A
<b>Facilitator Resources</b>	Paper voting slips, online form for recording votes, (optional) software to facilitate matches
<b>ASEE Resources</b>	N/A

## ROLES

### Presenters

Presenters prepare their 1-minute pitch in advance, and deliver it multiple times during the individual dating phase

### Facilitators

Facilitators oversee the individual dating phase, collect interests and make matches during the matching phase, and keep time during the group dating phase.

## REFERENCES

### Resources and Examples

Speed dating started in the late 1990s as a matchmaking process for single people. A common variant of speed dating is speed networking, intended to make business contacts efficiently.

### Contacts

#### Contributors:

Susannah Howe (Smith College)  
Alicia Modenbach (University of Kentucky)

## RECOMMENDED VARIATIONS

This could be an especially good session for work-in-progress papers, since presenters would be able to share their work with and receive feedback from multiple people in an interactive format.

### This session guide is written for the following audience:

Program Chairs     Presenters     Session Chairs     Other

# Tell Me A Story (Make Me Care)

Session Type: Information Exchange/Conversations, Rapid Fire

## ABOUT THIS SESSION

### Objective

The goal of this session is to engage with the practice of storytelling to connect with the audience and attract them to learn more about your work.

### Description

We make deeper and meaningful connections to a topic when we hear a story. This session format invites presenters to share information in a narrative, first-person perspective, telling a story about their topic, to build community and keep participants interested. Attendees will have an opportunity to learn about their presenters, their context and their experiences in a conversational and engaging manner.

## ORGANIZATION AND TIMING

### Pre Session Activities

Submission of a conference paper is still an option, but for this session (75 minutes), presenters will create and prepare a narrative about their topic to capture the audience's attention from a personal perspective. Presenters will submit and prepare a story to be shared that is approximately 3-5 minutes long. This may take the shape of a visual (digital) story, with limited or even no text. The moderator will coach, and provide feedback to presenters before the session if necessary.

### During Session

During a 75 minute session, each presenter shares their story in 3-5 minutes, sequentially, similar to a lightning talk. Based on these stories, participants will join one of the presenter/storytellers. Each attendee will spend about 10 minutes per table and then switch tables. The moderator/facilitator will guide attendees and presenters in the timing of the session.

### Post Session

Visual stories could be shared online, or informally if emails / contact information is collected.

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Flexible space for participants to move from one table to another.
<b>No. of Participants</b>	4-5 Presenters. ~40 Participants.
<b>Room Configuration</b>	Round tables (6-8 per table)
<b>AV Needs</b>	Multiple microphones, A/V for visuals - not much text
<b>Scalability</b>	This could be increased to 100 participants, 5 more presenters.
<b>Facilitators</b>	1 Facilitator during the session, and 1 Facilitator coach
<b>Presenter Resources</b>	Side deck / visual aid / multimedia file (video / poster)
<b>Facilitator Resources</b>	Computer
<b>ASEE Resources</b>	N/A

## ROLES

### Presenters

Presenters will submit a paper, prepare a story and discuss with attendees their topic further.

### Facilitators

Facilitators will share guidance about storytelling components, resources, manage timing and coach presenters where necessary.

## REFERENCES

### Resources and Examples

[Story Center](#)

### Contacts

Gren Agresar, Ines Basalo, Brian Kirkmeyer, Keith Stanfill, Kenya Mejia, Sarah Zappe, J-D Yoder, Alicia Modenbach (University of Kentucky), Eugene Rutz

### Contributors

Gemma Henderson (University of Miami)  
Joe Tranquillo (Bucknell)

## RECOMMENDED VARIATIONS

Longer/shorter times at tables and have fewer/more "deeper dives"

**This session guide is written for the following audience:**

**Program Chairs**     Presenters     **Session Chairs**     Other

# Three Minute Talks

Session Type: Information Exchange/Conversations,  
Formal/Traditional, Rapid Fire

## ABOUT THIS SESSION

### Objective

Effectively explain one's research in three minutes or less, in a language appropriate to a non-specialist audience.

### Description

Participants describe their research in three minutes, using only one static slide, in front of a live audience and, if desired, a panel of judges. Concept is based on the Three Minute Thesis (3MT<sup>®</sup>) competition developed by the University of Queensland.

## ORGANIZATION AND TIMING

### Pre Session Activities

A single static PowerPoint slide is permitted, which is to be sent to the session moderator prior to the conference. No slide transitions, animations or 'movement' of any description are allowed. The slide is to be presented from the beginning of the oration. No additional electronic media (e.g. sound and video files) are permitted. No additional props (e.g. costumes, musical instruments, laboratory equipment) are permitted. Presenters should be directed to an appropriate resource site to help prepare for their presentation. If run as a competition, moderator needs to recruit judges beforehand and have an appropriate scoring rubric available.

### During Session

Presentations are limited to 3 minutes maximum; if used as a competition, competitors exceeding 3 minutes are disqualified. Presentations are to be spoken word (e.g. no poems, raps or songs) and are considered to have commenced when a presenter starts their presentation through either movement or speech. Sessions can be presentations-only, or allow for questions following each presentation, or break out into small groups facilitated by each presenter following all presentations (similar to a Postcard Session).

### Post Session

If used as a competition, the decision of the adjudicating panel is final.

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Standard conference room
<b>No. of Participants</b>	Maximum of 20 (using presentation-only format) to allow for transitions, set-up, and competition tabulation if needed.
<b>Room Configuration</b>	Depends on session format: if presentation-only or presentation+Q&A, theatre seating is fine; if breaking into small groups, then round tables are preferred.
<b>AV Needs</b>	Projector
<b>Scalability</b>	Time limits place an upper bound on number of presenters.
<b>Facilitators</b>	One to moderate session; if breaking into small groups, each presenter then serves as a facilitator for discussing that presentation.
<b>Presenter Resources</b>	<a href="https://threeminutethesis.uq.edu.au/resources">https://threeminutethesis.uq.edu.au/resources</a>
<b>Facilitator Resources</b>	N/A unless scoring rubric is needed.
<b>ASEE Resources</b>	None

## ROLES

### Presenters

Need to practice presentation beforehand to ensure it fits within the three minute timeframe.

### Facilitators

Need to obtain all slides beforehand and organize into one slide deck. Must keep time.

## REFERENCES

### Resources and Examples

<https://threeminutethesis.uq.edu.au/home>

### Contacts

### Contributors:

Alan Cheville (Bucknell University)

John K. Estell (Ohio Northern University)

## RECOMMENDED VARIATIONS

**This session guide is written for the following audience:**

Program Chairs     Presenters     Session Chairs     Other

# Unconference

Session Type: Information Exchange/Conversations, Informal

## ABOUT THIS SESSION

### Objective

The goal of an unconference is to prioritize informal conversations over a traditional presentation format, inviting all attendees to have a role in setting the agenda and format of the session.

### Description

An 'unconference' is built on the premise that the best experiences at conferences happen 'in the hallway,' in informal settings, where attendees can interact on topics of interest to their research and teaching goals. An unconference is a participant-led event (i.e., lightly facilitated), where attendees collaboratively propose topics and set the agenda for a day or session. This format invites participants from diverse disciplines to share expertise and work collaboratively on topics of common educational and scholarly interests.

## ORGANIZATION AND TIMING

### Pre Session Activities

While specific implementations vary based on a conference goals, the common theme for a day-long unconference is a lack of a predefined agenda going into the in-person meeting. On the other hand, for an unconference 'session' length format (75 minutes) prompts generally would be solicited before an event and refined at the beginning of a session by attendees. Need-finding general interests through targeted emails, informal short surveys to gather talking points (e.g. What are you hoping to get from the un-conference? What can you share with other attendees? What does our community really need to discuss?). The goal is the general hot topics that will engage the participants. These topics are collated and thematically grouped by facilitators / chairs. If there is no need-finding before an unconference session, attendees are provided a description setting about the expectations of their participation, potentially with a guiding prompt(s) that people can riff off.

### During Session

Attendees start by creating an agenda, in groups or collectively, they suggest and decide on presentation or discussion topics, workshops. A timed structure is suggested as follows:

25% of time: In groups, attendees organize conversations they want to have. Attendees view proposed conversations. This can often be achieved using post-it notes that can be grouped and regrouped.

25% of time: Attendees select a 'conversation,' the first conversations take place.

25%: Attendees can potentially move to and select a second conversation.

25%: Attendees can move to and select a third conversation.

Throughout attendees have do no have to change groups or conversations, but the [law of two feet](#) is applied (self-selecting conversations, moving if no-one selects the same conversation/group). For a day long unconference, planning could become part of one session. Limited resources are needed, no tables are needed, no screens needed and it helps to have flip charts, post-its and markers for each group that forms.

### Post Session

Generated resources, contacts, topics are shared with attendees to help continue and organize conversations.



## RESOURCES AND LOGISTICS

<b>Space Needed</b>	Flexible space for attendees to move around to multiple conversations.
<b>No. of Participants</b>	40 participants, but could be more. Recommended to have it as a 'ticketed' event.
<b>Room Configuration</b>	Round-table, or open space, with walls or wall dividers for posting large posters.
<b>AV Needs</b>	Microphone for facilitator, screen to display instructions.
<b>Scalability</b>	More time (half-day to full-day event) needs multiple rooms and attendees.
<b>Facilitators</b>	Two facilitators, and perhaps volunteers if expecting many participants.
<b>Presenter Resources</b>	No resources are required, unless participants want to share existing papers.
<b>Facilitator Resources</b>	Slide deck, posters detailing structure of event and 'law of two feet'
<b>ASEE Resources</b>	Markers, flip charts, large posters, post-it notes.

## ROLES

### Presenters

All attendees will become 'presenters' but there is no need for formal submissions.

### Facilitators

Facilitator will set the expectations, 'rules' and guide the timing of each part of the session. Facilitators will collate any resources generated to share with attendees (if requested).

## REFERENCES

### Resources and Examples

- [The PEER Collaborative](#)
- [The PEER Collaborative: Supporting Engineering Education Research Faculty with Near-peer Mentoring Unconference Workshops](#)
- EdFoo Conferences
- [Ten Simple Rules for Organizing an Unconference](#)

### Contacts

Alice Pawley (Purdue University)

### Contributors:

Gemma Henderson (University of Miami)

Joe Tranquillo (Bucknell University)

## RECOMMENDED VARIATIONS

Several other formats can be used within an unconference (e.g. Postcard Session, Conclusions Only Showcase, Drop-in Discussion, Handout Centered Session, Nifty Ideas, Parallel Round Table and World Cafe)

### This session guide is written for the following audience:

Program Chairs     Presenters     Session Chairs     Other

## Source of the Playbook:

The material in this Playbook, which is intended to be a living document, arose from the Town Hall meeting organized by the Committee for Interdivisional Cooperation, at the ASEE 2019 conference in Tampa Florida. A small group of individuals worked to collect and edit the ideas from this town hall meeting. Their names are listed below. The majority of the content of the playbook was generated in the Town Hall by attendees. The names are referenced in the session ideas and also listed at the end of the playbook in the Acknowledgements section. We hope in the future you will contribute your own ideas to future versions.

## Collators/Editors:

Atsushi Akera (Rensselaer Polytechnic Institute)  
Alan Cheville (Bucknell University)  
Stephanie Cutler (Pennsylvania State University)  
John K. Estell (Ohio Northern University)  
Katherine Goodman (University of Denver)  
Gemma Henderson (University of Miami)  
Susannah Howe (Smith College)  
Timothy Kennedy (Abilene Christian University)  
Mark Killgore (University of Texas at Austin)  
Ian Marcus (Drexel University)  
Russ Meier (Milwaukee School of Engineering)  
Alicia Modenbach (University of Kentucky)  
Rick Olson (University of San Diego)  
Alice Pawley (Purdue University)  
John Tingerhal (Northern Arizona University)  
Joe Tranquillo (Bucknell University)

# Session Title

Session Type: (Add from the MasterSessionIdeas Spreadsheet)

## ABOUT THIS SESSION

### Objective

What goal does this format session achieve that a normal session doesn't? (examples: focus discussion around one topic, ...)

### Description

Briefly describe the activity being conducted that will achieve the objective above. How does this session work?

## ORGANIZATION AND TIMING

### Pre Session Activities

Provide information participants should know before the session (logistics, aspects of diversity, equity and inclusion, emailing individuals before the session).

### During Session

Provide step-by-step instructions for running a session with facilitators. Discuss how long each step should take. Describe things to watch out for and what can go wrong?

1.[Activity][Time]

### Post Session

Confirm if information will be shared after the session to participants and how. Confirm if data will be collected after the workshop for evaluation purposes.

## RESOURCES AND LOGISTICS

<b>Space Needed</b>	How much space do you need to run this session well?
<b>No. of Participants</b>	Expected number of participants / audience members
<b>Room Configuration</b>	What is the room configuration?
<b>AV Needs</b>	AV Needs?
<b>Scalability</b>	How does this (might it) scale?
<b>Facilitators</b>	What is the ratio between participants and facilitators, recorders, etc. that are needed to make the session run smoothly
<b>Presenter Resources</b>	What resources do presenters need to submit? What resources do presenters need to bring, or are expected to bring?
<b>Facilitator Resources</b>	What resources do facilitator needs to bring, or are expected to bring?
<b>ASEE Resources</b>	What do you need to ask ASEE to supply?

## ROLES

### Presenters

Describe the number and roles of presenters.  
What will they need to do during the session?

### Facilitators

Describe the number and roles of facilitators.  
What will they need to do during the session?

## REFERENCES

### Resources and Examples

What are some examples (at ASEE or other conferences) that have done this successfully?  
What resources are available for others to learn about this session format?

### Contacts

Who is a good contact for someone who may want to implement this technique?

### Contributors:

List name and email of round table contributors  
List name and email of session editors

## RECOMMENDED VARIATIONS

Add example variations of this session, e.g. 'See 'Pecha Kucha with Panel'

### This session guide is written for the following audience:

Program Chairs     Presenters     Session Chairs     Other