2024 AOTA Education Summit Reviewer Instructions & Scoring Guide

Deadline for Proposal Review: May 7, 2024

Instructions for Review

Follow the steps to login to the review site from your welcome email, which will be sent when the review period opens. Please email conference@aota.org for assistance.

Duplicate Proposals

Please score ALL proposals assigned to you. Some submissions may appear to be duplicates but are submitted with differing session types or formats. Pay close attention to session type and format as you are scoring proposals. If you are assigned a duplicate proposal with identical session type and format, please score one and let us know by emailing conference@aota.org with the title and both proposal numbers.

Feedback

Reviewer comments are important and valued by submitters. Please provide constructive feedback so the submitter may improve the submitter's proposal for future submissions. Please provide constructive feedback that is free of personal bias.

Conflict of Interest

If you have a conflict of interest or do not feel qualified to review a proposal, please answer the Conflict of Interest question as "yes" and then submit the review.

Cut Off Scores

Reviewer scores for each proposal are totaled and all proposals that score at or above the cutoff are considered for scheduling in the Conference program. Program selection will be conducted by a committee comprised of specifically identified volunteers with expertise in the topic areas. Final selection and scheduling of conference proposals is based on a number of factors that help to establish a diverse and balanced program.

- Note: Each proposal is considered based on its own merit, not in comparison to other submissions.

Proposal Content

Session Types

- **Completed Research:** Research that examines (1) theory building, (2) signature pedagogies, (3) instructional methods, (4) learner characteristics and competencies, (5) socialization to the profession, (6) faculty development and resources, and (7) promotion of diversity, inclusion, and equity throughout the education pipeline and curricula. Research presentations must include rigorous methods appropriate to the questions being asked and clear outcomes from the research projects [i.e., data that has been collected and analyzed].
- **Exemplar Projects:** Examples of innovative evidence-based teaching/learning practices that have been used successfully in occupational therapy education settings and are supported by program outcome measures and /or educational research outcome literature.

Session Formats

- **Oral Presentation**: 20-minute presentations with 10 minutes for questions and discussion following each presentations. Oral presentations will be scheduled within a 60- or 90-minute Platform.
- **Poster**: Posters will be on display on a tabletop during a designated 60- or 90-minute time period. Presenters are required to be with their poster for the entire session.
- **Technology Roundtable**: Roundtable discussions will be held during a designated 60 minute period. There will be 3 – 20 minute rotations with 10 minutes for the presentation and 10 minutes for discussion. There will be no A/V for these discussions.

Learning Objectives

Learning objectives should be specific and complete the statement: "At the conclusion of this session, participants will be able to...":

- Submitters could identify 2 or 3 learning objectives.

Abstract Synopsis

A summary of the major points of the abstract and describes how this topic will advance either the practice/professional development of the participant or the field of occupational therapy education. If the proposal is accepted, this information will be printed in the onsite Program Guide, subject to copyediting.

Abstract & References

Please consider that references may be formatted incorrectly due to technical limitations. For scoring purposes, we would like to make sure that submissions include at least two references.

2024 AOTA Education Summit Scoring Guidelines for Proposal Reviewers

This document is a sample template and is not intended for proposal review submission. You must complete the online review form in order for your assigned proposals to be properly scored.

Type of Proposal

- Completed Research
- Exemplar Project

Addresses the AOTA OT Education Research Agenda

- Theory building
- Signature pedagogies
- Instructional methods
- Learner characteristics and competencies
- Socialization to the profession
- Faculty development and resources
- Promotion of diversity, inclusion, and equity throughout the education pipeline and curricula

Addresses Priority Listed in Call for Papers

- Delivery models beyond the face to face classroom
- Scholarship in academic programs
- Mental Health & Resilience
- Apply research evidence to practice/models for educating students in knowledge translation
- Assess accountability, quality indicators or outcomes
- Addressing occupational barriers to health and wellness of individuals, group and/or populations
- Applying research evidence to practice/models for educating students in social drivers of health (e.g. addressing issues related to systemic racism, structural and systemic oppression, structural competence as well as cultural competence etc.)
- Continuing professional development and competency
- Experiential learning (e.g. fieldwork, residencies, doctoral experiential component, community-based practice) or innovative approaches to developing clinical competencies (e.g., simulation, standardized patients, etc.)
- Promoting the scholarship of teaching and learning
- OTHER

SIGNIFICANCE

Guiding Questions for Scoring Significance (worth 10 points):

- Does this work have the potential to contribute to AOTA Education Research Agenda?
- Does this work addresses 1 of the call for paper priorities listed above?
- How well has this completed research or exemplar project addressed an important problem or issue in occupational therapy education?

Does the proposed presentation:

- Share new research evidence or utilize research evidence?
- Present new teaching innovations?
- Discuss the implications to the state of science in occupational therapy education?

Scoring Guidelines for Significance Section

Score	Descriptor	Additional Guidance for Scoring
9-10	Excellent	**Exceptionally strong** with few or no weaknesses; **clearly addresses 1 of the call for paper priorities listed above** OR **contributes to the AOTA Education Research Agenda**; addresses an **important** problem/issue in OT education; shares or utilizes **new** research evidence OR presents **new** innovation; and, implications for OT education **clearly stated**
7-8	Very good	**Strong and clearly addresses 1 of the call for paper priorities listed above** OR **contributes to the AOTA Education Research Agenda;** addresses a problem/issue in OT education; shares or utilizes research evidence OR presents innovation; and, implications for OT education **clearly stated**
5-6	Good	**Merely describes** a problem/issue in OT education; proposal shares or utilizes research evidence; and, implications for teaching and OT education described.
3-4	Satisfactory	**Minimal details, not clear how** proposal addresses an important problem/issue in OT education; not clear that proposal shares or utilizes new research evidence or presents new innovation; and, implications for OT education **not clearly stated**
0-2	Poor	**Does not address** an important problem/issue in OT education; does not share or utilize new research evidence; does not present new innovation; and, implications for OT education **not stated**

INNOVATION

Guiding Questions for Scoring Innovation (worth 10 points):

- To what degree does this proposal utilize novel/innovative/cutting edge theoretical concepts, approaches or methodologies, assessments, or teaching approaches?
- Is a refinement, improvement, or new application of theoretical concepts, approaches, methodologies, assessments, or teaching approaches described?

Scoring Guidelines for Innovation Section

Score	Descriptor	Additional Guidance for Scoring
9-10	Excellent	**Exceptionally strong** with few or no weaknesses, proposal anticipates the **future direction** of OT education; and, proposal **utilized and clearly described novel, innovative** theoretical concepts, approaches or methodologies, assessments, or teaching approaches—one that has **never** been described or utilized before.
7-8	Very good	**Strong** with minor weaknesses; the proposal utilized and described novel and innovative theoretical concepts, approaches or methodologies, assessments, or teaching approaches that address **current emerging practice areas.**
5-6	Good	**Merely describes** theoretical concepts, approaches or methodologies, assessments, or teaching approaches
3-4	Satisfactory	**Minimal details regarding** theoretical concepts, approaches or methodologies, assessments, or teaching approaches
0-2	Poor	**Does not describe novel/innovative** theoretical concepts, approaches or methodologies, assessments, or teaching approaches

APPROACH & RESULTS
Guiding Questions for Scoring Approach and Results (worth 25 points)

- Clearly stated, focused question or hypothesis (research) OR clearly stated goal of innovative teaching/learning, practice (exemplar)
- Sufficient rationale for question or hypothesis (research) OR sufficient evidence for innovation (exemplar)
- Methods/ outcomes match the question(s) or hypothesis(es) (research) OR matches the innovation (exemplar)
- Outcomes measurement design is clearly described and appropriate (research/exemplar)
- Sample and setting(s) are clearly described and appropriate (research/exemplar)
- Measures are clearly specified (who, how, when administered) (research/exemplar)
- Target outcomes OR methods for successful innovations are clearly described and appropriate (research/exemplar)
- For educational research that includes an educational based intervention, the approach is clearly described and appropriate (**submissions should not be penalized if there is no educational intervention**)
- Analytic methods are clearly described and appropriate (research/exemplar)
- Results are clearly presented (research/exemplar)
- Conclusions are supported by results, accounting for limitations (research/exemplar)

Scoring Guidelines for Approach Section

Score	Descriptor	Additional Guidance for Scoring
21-25	Excellent	Exceptionally strong with few or no weaknesses; addresses **all** of the areas listed above; approach represents cutting edge methodologies that are forward thinking with results that inform OT education methodologies or OT research in a **new** direction. Results clearly reflect the approach described.
16-20	Very good	Strong but with some minor weaknesses; addresses **all** of the areas listed above; approach represents a new way to engage in current emerging practice areas with results that are efficient, proficient and successful. Results clearly reflect the approach described.
11-15	Good	Strong with at least one moderate weakness and addresses **most** of the areas listed above; approach represents current models/practices that result in successful outcomes. Results clearly reflect the approach described.
6-10	Satisfactory	Some strengths but with some moderate weaknesses; addresses **some** of the areas listed above; approach represents models/practices that result in successful outcomes but **does not** reflect current models/practices. Results minimally reflect the approach described.
0-5	Poor	Very few strengths and numerous major weaknesses; minimally addresses the areas listed above; approach **does not** represents current models/practices that result in successful outcomes. Results are not reflective of the approach described.

TOTAL POINTS:
_____ /45

IMPACT
Guiding Questions for Scoring Overall Impact (scored separately from overall score):

Enter your rating for each item in the "Comments" box for the online review system.
- How likely is it that this work will exert a powerful influence on occupational therapy education?
- How likely is it that this work will stimulate thoughtful discussion at the Education Summit?

Rating Guidelines for Impact

Rating:	Descriptor
A	Outstanding
B	Very good
C	Good
D	Satisfactory
E	Poor

Comments: