

ABOUT THE CONFERENCE

Many Brown seniors dedicate a significant portion of their senior year to crafting a thesis. Others design a capstone project based on an independent study or concentration. Some take up leadership positions in Swearer Center programs, where they thoughtfully edit the program structure based on observed opportunities for improvement. Still other students create an original clothing line, website, or theatrical production. These capstone projects exemplify the concept of education that the University's [Task Force on Undergraduate Education](#) argued for, "a more inclusive concept of education—indeed, one so inclusive that conventional distinctions between general education and the concentrations, between the curricular and extracurricular, even between classroom and community need to be rethought."

Unlike student thesis presentations hosted by academic departments or closing dinners organized by extracurricular programs, Theories in Action puts students from all different disciplines in conversation with one another by grouping students into panels with interdisciplinary themes. At last year's conference, fourteen different panels hosted conversations on topics ranging from "Understanding Providence" to "Digital Expression" to "Evaluating Planet Earth". Each panel participant was given about 10 minutes to present her/his work, and a concluding portion of time was left for dialogue with audience members. Students may alternatively apply to present a poster in the conference poster session. At last year's event, nine students presented posters on topics ranging from translating Japanese poetry to microchip diagnostics for HIV.

The interdisciplinary panel presentation format creates a unique opportunity for collaboration among students. Theories in Action is also unique because it offers student presenters the chance to discuss their work with an audience that reaches across the Brown campus community and to the Providence community at-large.

Sponsored by the Curricular Resource Center and the Dean of the College, the conference spans three days in late April. Selected applicants are invited to attend training sessions (given by professors and graduate students), where they learn helpful hints on how to construct a dynamic and engaging talk or poster. Students who are chosen for a group presentation are grouped into an interdisciplinary theme after being selected, at which point all members of the panel are encouraged to contact one another, as well as a designated facilitator.

Theories in Action is a chance to publicly reflect on the social relevance of your work. It is an opportunity to share your knowledge with a diverse audience and to come together with classmates around the common curiosities, concerns, and passions of your capstone achievements.

FOR THE PURPOSE OF THIS CONFERENCE, A CAPSTONE PROJECT MAY INCLUDE THE FOLLOWING:

- Independent study • Thesis • Campus or National Fellowship • Department Prize Winner • Art installation • • GISP/ISP • Final Theater/Dance/Vocal Performance • Grant Project (Creative Arts Council, Research at Brown, etc.)
- Community Service Project (Swearer Center Coordinator, etc.) • Long-Term Event Coordinator (TWC Heritage Weeks, etc.) • Long-Term student group leader (BRYTE, EcoReps, Lecture Board, etc.) •

SELECTION CRITERIA:

- Demonstrates fascinating and unique work that inspires and motivates its audience.
- Appeals to not only members of academia, but also to peers, scholars, and community members outside of its academic discipline or interest area.
- Has potential for a compelling presentation that will resonate with and engage members of the Brown/Providence community.
- Applicant displays written/communication skills necessary for an eloquent and moving presentation.

For more information on last year's conference, please visit <http://browntia.wordpress.com/>

PLEASE NOTE: All applications must be submitted online at <http://bit.ly/tia2012> . We have made this PDF format available to help you anticipate your responses.

I. ELIGIBILITY INFORMATION

Name:

Expected Date of Graduation (seniors only):

Concentration:

Preferred E-mail:

Banner ID Number:

Campus Box Number:

Phone Number:

I am applying:

- As an Individual**
- On Behalf of a Group**

If you are applying on behalf of a group, please give the name, expected date of graduation, and e-mail address of each group member:

My Preferred Format for a Presentation is:

- Workshop/Oral Presentation (as part of an interdisciplinary panel)**
- Poster (as part of the poster session)**
- No Preference**

If the preference indicated above cannot be accommodated, would you be willing to present in the alternative format?

- Yes**
 - No**
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II. FACULTY/STAFF SPONSOR INFORMATION

Name:

Department/Affiliation:

E-mail:

Phone number:

In what capacity has your sponsor worked with you?

III. MOTIVATION

1. **Why do you want to be a part of the conference?** Please describe the value a conference presentation would have for you as a scholar and as a learner.
2. Presenting at Theories in Action is an opportunity to showcase what you have learned. It is also a chance to reframe your knowledge in terms that are accessible to audience members who are not scholars in your field or are unfamiliar with the ideas grounding your project. **Please describe briefly how your presentation will engage an audience member who is unfamiliar with your topic of study.**

IV. PRESENTATION PROPOSAL

 Please respond to the following short answer questions in 150-250 words.

A. ABOUT YOUR PROJECT AND WHY IT MATTERS

1. **Proposed Title of Presentation:**
2. **Describe the central goal of your project.**
3. **What is the “real-world” or practical significance of your work?**

B. HOW DID YOU GET HERE?

1. **What theoretical/practical/personal issues led you to this project?** Please explain the evolution of your ideas.
2. **How have you set out to answer your project’s central question?** Please give a summary of your preliminary research or other forms of work completed to date and a brief explanation of the remaining components of your final project.)
3. **Has your project required you to examine theory?** Briefly describe any theories you have examined as well as how they have influenced your own thinking.

C. WHERE WILL YOU GO NEXT?

1. The Theories in Action Conference is an opportunity to reflect on the lessons you have learned in the process of your capstone project. **What is one lesson your project has taught you?**
2. **What makes this project a capstone experience for you?** How does it build on the learning you have done in and outside of the classroom throughout your time at Brown?
3. **If there is any additional relevant information that you feel will help us make our decision, please share it here.**

SPOTLIGHTING SENIOR WORK | **CAMPUS AND COMMUNITY WIDE** | INTERDISCIPLINARY |
COLLABORATIVE | CHALLENGING | **REFLECTIVE** | **INTERACTIVE** | FUN |
THEORIES IN ACTION 2012