

Call For Abstracts

Air Barrier Association of America

6th Annual Conference & Trade Show

Submission Deadline: September 1st, 2016

Thank you for your interest in presenting at ABAA's 6th Annual Conference & Trade Show. ABAA 2017 will be held on April 18-20, 2017 in Reston, Virginia.

If you are submitting a technical presentation, here is a listing of potential topics that have been identified as priorities:

- Solutions to common issues with design, construction or inspection
- Focus on connections and terminations from one air barrier assembly to another
- Research conducted that impact air barriers or other related building enclosure components
- New standards that impact the air barrier industry
- Specific methods and details for typical situations, including roof/wall, window/wall.
- Case Studies of projects with unusual or difficult design or construction
- Product Durability and long term performance

The Conference Committee will review the proposal topics and selected courses. Conference presenters should be industry experts with the intent to provide unbiased information in a classroom setting. Presentations designed to promote a specific product, company or service will not be selected. Presentations can be either 60 or 90 minutes in length.

If your abstract is accepted you will be required to submit your completed presentation by APRIL 1ST, 2016. This will be reviewed by the Conference Committee and any feedback will be sent to you.

When completing the form, please have your presentation titles, descriptions and session objectives prepared for your proposal you plan to submit before going any further. The deadline to submit is **SEPTEMBER 1ST, 2016**. Speakers will be notified of final decisions by OCTOBER 1ST, 2016. Each presenter (able to submit up to two sessions) will receive a complimentary conference pass (value of \$795), which includes access into all education sessions, exhibit hall and welcome reception. Travel and hotel expenses are NOT reimbursed.

ABAA 2017 Call for Abstracts

Speaker Information

Speaker 1

First Name
Last Name
Credentials
Title
Company
Company Address
City
State/Province
Zip Code/Postal Code
Telephone Number

Speaker 2 (if applicable)

First Name
Last Name
Credentials
Title
Company
Company Address

City
State/Province
Zip Code/Postal Code
Telephone Number

Biography (1000 character limit – including spaces)

If your abstract is accepted, this will be posted on the ABAA website.

Speaker 1

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(If applicable) Speaker 2

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Session Title:

Session Description: (1500 character limit). Description should be detailed and market your session.

Learning Objectives: Please provide four objectives starting with verbs such as review, describe, discuss, etc. Please do not use terms such as “understand” or “learn”. ***If learning objectives do not meet AIA requirements, the abstract will be returned for modification and re-submission.***

For learning objective guidelines see **Appendix A – AIA Guidelines for writing learning objectives**

1.

2.

3.

4.

Proposal – Type of Presentation

The level of content is:

- Basic**
- Intermediate**
- Advanced**

Proposal – Education Track

My abstract falls under:

- Design Professionals**
- Contractors**
- Testing, Analysis and Quality Assurance Program**

Proposal – Length

Please choose the length:

- 60 minutes**
- 90 minutes**

Sending Your Abstract

Please send your completed “Call for Abstracts” form to ABAA via email to abaa@airbarrier.org or via toll free fax at 866-956-5819.

Appendix A

AIA Guidelines on how to write learning objectives

Learning Objectives: *What are they and how do I write one?*

WHAT ARE THE AIA/CES LEARNING OBJECTIVE REQUIREMENTS?

AIA/CES requires that all providers submit learning objectives for each program they register. There is a minimum requirement of 4 learning objectives per course for continuing education courses. *Please note that if your course is HSW 3 of 4 of your objectives must be specifically related to HSW content.*

WHY DOES AIA/CES REQUIRE LEARNING OBJECTIVES?

AIA/CES strives to maintain the highest standards of education, and as such, utilizes all tools available to consistently improve and train providers. Learning objectives are proven to be an extremely effective tool for assessing whether student outcomes are accomplished and whether a presenter has successfully taught the material.

WHAT IS A LEARNING OBJECTIVE?

A learning objective is an explicit statement that clearly expresses what the student will be able to do after taking a course. It is an observable and measurable student outcome statement. A learning objective identifies what behavior(s) a student must demonstrate in order for the instructor to know that the planned learning took place.

Learning objectives also benefit students by helping them clarify their personal goals for a course and give them a framework against which to measure their own success.

Learning objectives should be concise and concrete so they are open to limited interpretation. They may be used for both Synchronous and Asynchronous style courses.

A Learning Objective is made up of 3 Parts:

1. BEHAVIOR:

Describes what participants will be able to do as a consequence of taking a course. (Example: calculate)

2. CONDITION:

Describes conditions under which the student will perform the behavior.

(Example: using the sample course residential project...)

3. CRITERIA:

Describes the criteria you will use to evaluate student performance.

(Example: the total cost of materials)

Combine the behavior, condition, and criteria and you have an official learning objective!

EXAMPLE: Participants will be able to calculate the total cost of materials using the sample course residential project.

WRITING A LEARNING OBJECTIVE IN 4 STEPS

STEP 1. What BEHAVIOR will the student be able to do after taking the course?

Describe what new information, skills, or behaviors participants will be able to do at the conclusion of your course.

Behavior must be observable and/or measurable.

(Use behavioral verbs below)

EXAMPLE: **Participants will be able to define** 3 high-end performance goals in terms of site, water, materials, energy, indoor environmental quality, mobility, or community.

STEP 2. Under What CONDITION will the behavior be performed?

Explain HOW the behavior will be performed. Think of circumstances, commands, materials, and directions that the student will be given to perform the behavior.

EXAMPLE: Using an existing project...

STEP 3. Against What CRITERIA?

How will you evaluate the behavior? How often, how well, how many, how much, etc.

EXAMPLE: Evaluate if the project is still viable as measured against the performance goals.

STEP 4. Now Put It All Together

Combine the three steps into one or two complete sentences and you're finished.

Participants will be able to define 3 high-end performance goals in terms of site, water, materials, energy, indoor environmental quality, mobility, or community, using an existing project, to evaluate if the project is still viable as measured against the performance goals.

BEHAVIORAL VERBS TO USE WHEN WRITING A LEARNING OBJECTIVE

Below are some suggested behavioral verbs to use when writing learning objectives since they describe observable and measurable behaviors. Using concrete verbs will help keep your objectives clear and concise.

abstract, acquire, adjust, agree, analyze, apply, appraise, argue, assess, avoid, breakdown, build, calculate, carry out, catalog, clarify, classify, combine, compare, compute, conclude, construct, contrast, convert, cooperate, create, criticize, defend, define, demonstrate, derive, describe, design, detect, determine, differentiate, discover, discriminate, discuss, dissect, distinguish, employ, estimate, evaluate, examine, explain, explore, formulate, generalize, help, identify, illustrate, implement, indicate, inspect, instruct, integrate, interpret, investigate, join, judge, justify, label, list, master, measure, move, name, observe, offer, operate, order, organize, participate, perform, plan, praise, predict, prepare, produce, propose, rank, recall, recognize, relate, repair, represent, reproduce, research, restate, resolve, select, sequence, solve, specify, state, summarize, support, systematize, taste, test, theorize, transform, translate, use, utilize, verify, weigh, write, etc.

BEHAVIORAL VERBS TO AVOID WHEN WRITING A LEARNING OBJECTIVE

Avoid using the following behavioral verbs when writing learning objectives because they are vague and difficult to measure. As mentioned previously, learning objectives must be observable and measurable.

appreciate, cover, realize, be aware of, familiarize, study, become acquainted with, gain knowledge of, understand, comprehend, know, learn

SAMPLE LEARNING OBJECTIVES

Participants will be able to identify the relationship between high-end goals and budget limitations, using a completed project to compare and create a new budget that incorporates high-end goals.