

# Call For Abstracts

## Air Barrier Association of America

### 9<sup>th</sup> Annual Conference & Trade Show

### March 26<sup>th</sup> & 27<sup>th</sup>, 2019

**Submission Deadline for Abstracts: October 15<sup>th</sup>, 2018**

Thank you for your interest in presenting at ABAA's 8<sup>th</sup> Annual Conference & Trade Show. The 2019 Conference will be held on March 26<sup>th</sup> and 27<sup>th</sup>, 2019 in Norfolk, VA.

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

- Climate specific design guidance in regards to wall assembly and vapor permeability of air barrier
- Trouble shooting of common issues during construction
- Solutions to common issues with design, construction or inspection
- Research conducted that impact air barriers or other related building enclosure components
- Specific methods and details for typical situations, including roof/wall, window/wall, curtainwall and storefront, below grade, floor to floor, etc.
- 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 must meet the AIA standard. 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 February 8<sup>th</sup>, 2019. 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 **OCTOBER 15<sup>ST</sup>, 2018**. Speakers will be notified of final decisions shortly after the submission deadline. Each presenter (able to submit up to two session) will receive a complimentary conference pass, which includes access into all education sessions, exhibit hall and welcome reception. Travel and hotel expenses are NOT reimbursed.

## Appendix A

### AIA Guidelines on how to write learning objectives

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**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.

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**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.

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## 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.

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## 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.

EXAMPLE: *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.