We invite you to submit an abstract for presentation at the 3rd Bi-Annual American Occupational Therapy Association Education Summit. This summit provides a unique opportunity for occupation therapy educators to gather and share new research evidence and teaching innovations, and discuss the state of science in occupational therapy education.

The goals of the AOTA Education Summit are to:
1. Provide a forum for scholars to share their research, network across academic institutions, and formulate ideas to advance occupational therapy education.
2. Contribute to occupational therapy education research by strengthening our approaches to research that specifically examines: (1) theory building, (2) pedagogy, (3) instructional methods, (4) learner characteristics and competencies, (5) socialization to the profession, and (6) faculty development and resources. American Occupational Therapy Association. (2014). Research Agenda—Occupational therapy education research agenda. American Journal of Occupational Therapy, 68, S83–S86. http://dx.doi.org/10.5014/ajot.2014.685S06.

The 3rd Bi-Annual American Occupational Therapy Association Education Summit will include:

Two formats for disseminating knowledge:
1. Oral Presentations: 15 minute presentations with 5 minutes for questions
2. Posters: Posters will be on display during a designated 90 minute time period. Presenters are required to be with their poster for the entire 90 minute session.

Two types of presentations will be featured:
1. Completed Research: Research that examines (1) theory building, (2) pedagogy, (3) instructional methods, (4) learner characteristics and competencies, (5) socialization to the profession, and (6) faculty development and resources. 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].

2. **Exemplar Projects**: Examples of innovative evidence-based teaching/learning practices that have been used successfully in occupational therapy education settings and are supported by educational research outcome literature.

For all formats and types of proposal, priority will be given to the following identified topics:

- Preparing graduates for professional roles (e.g., managing work/life balance, interprofessional communication, teaching or monitoring development of professionalism, knowledge translation);
- Approaches to enhancing diversity within occupational therapy education;
- Educational models for preparing students to:
  - Apply research evidence to practice/models for educating students in implementation science;
  - Provide intervention in an interprofessional context;
  - Assess accountability, quality indicators or outcomes;
  - Preparing for the future of health care;
- Addressing continuing professional competency;
- Advancing 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.);
- Applying research evidence to practice/models for educating students in social determinants of health (e.g addressing issues related to structural competence as well as cultural competence etc.);
- Promoting the scholarship of teaching and learning; and
- Faculty capacity building and faculty development.