

# STLHE 2016

## Call for Proposals

Due: Wednesday, January 6, 2016;  
11:59 p.m. EST.



This deadline will **NOT** be extended.

The [Society for Teaching and Learning in Higher Education \(STLHE\)](#) invites proposals for presentations at its 36th Annual Conference, Empowering Learners, Effecting Change. The conference will be held at Western University and Fanshawe College in London, Ontario, June 21-24, 2016.

The graduates who are best equipped to succeed in this rapidly changing world have the ability to adapt and apply their skills to new and unpredictable contexts, see opportunity where others perceive risk, and persist in the face of challenges. STLHE 2016 will explore the ways in which we contribute to the development of students who are motivated, confident, and prepared to effect positive change in personal, professional, educational, and civic realms.

Multi-disciplinary scholarly approaches to transforming teaching and learning are welcome, as are proposals that create opportunities for dynamic dialogue. Individuals are invited to submit presentations, interactive workshops, lightning/Pecha Kucha presentations, and posters that stimulate discussion around the theme Empowering Learners, Effecting Change.

We welcome submissions for both STLHE pre-conference and conference sessions.

## Conference Threads

The theme for the conference is Empowering Learners, Effecting Change. Conference threads expanding upon the theme are listed below.

### *Community and Global Engagement*

How can learners be inspired to augment their learning and bring about change through interactions with local and global communities? Topics could include, but are not limited to:

- Equity, diversity, and social justice
- Reaching marginalized communities
- Community partners and community-based research
- Student perspectives on international exchange
- Experiential and service learning, and internships
- Social and civic responsibility
- Global citizenship education
- Internationalization
- International exchanges

### *Motivating Learners*

How can students be motivated to excel and to take control of their own learning? Topics could include, but are not limited to:

- Fostering student engagement
- Social, economic and personal factors as barriers to motivating students
- Obstacles to student learning
- Creative vs. critical thinking

- Entrepreneurial knowledge and skills
- Problem solving
- Student reflection on self motivation
- Intellectual development
- Encouraging student curiosity, grit and persistence

### *Innovations in E-Learning*

What are the innovative uses of technology that could help students to take advantage of new ways of learning, both in the classroom and outside of it? How can faculty use new e-learning technologies to expand and enhance their teaching practices? Topics could include, but are not limited to:

- Blended and online learning
- Flexible learning spaces
- Learning analytics
- Improving digital literacy
- Teaching in active learning classrooms and simulation laboratories
- Supporting innovation in technology-enhanced instruction
- Inclusive learning spaces that empower all students

### *Student-centered Curricula, Assessment and Teaching Practices*

How can curricula, teaching and/or assessment practices enable students to flourish and to demonstrate mastery in multiple ways? Topics could include, but are not limited to:

- Incorporating diverse perspectives into the curriculum (e.g. intercultural, indigenous, LGBTQ and accessibility)
- Teaching strategies for working with diverse student populations
- Flexible, student-driven curriculum design and assessment
- Information literacy across curricula
- Changing pedagogy to empower students
- Student response to self-assessment
- Promoting student creativity, entrepreneurial thinking and collaborative learning
- Assessments incorporating indigenous methodologies and other ways of knowing
- E-portfolios and other methods for documenting student achievement

### *Partners in Student Success*

What new and innovative practices by the various student support services contribute to the learner's academic success? Topics could include, but are not limited to:

- Student academic advising and support
- Mental health programs and psychological counseling
- Attending to cultural diversity and marginalized groups
- Identifying/mitigating risks for student well-being
- Services for students with disabilities
- Learning skills programs
- Information literacy programs
- Helping students to develop confidence and challenge their own limitations
- Writing and English as a Second Language (ESL) services
- Supporting students outside the classroom
- Students and the post-graduation job search
- Organizing institutional supports for students

### *Teaching Assistant and Graduate Student Advancement (TAGSA)*

How can academia facilitate the teaching and professional development of graduate students, and promote ideas and scholarship amongst educational developers involved in graduate student training initiatives? Topics could include, but are not limited to:

- Teaching Assistant (TA) training initiatives (including program design and evaluation)
- Developing the teaching, research, and professional skills graduate students need for success in their degree programs and the workplace
- Facilitating the teaching and professional development of international graduate students
- Mentoring graduate students into the fields of educational development and the scholarship of teaching and learning
- Helping graduate students develop educational leadership skills
- Supporting educational developers involved in TA and graduate student development

### *Scholarship of Teaching and Learning (SoTL)*

How can research into teaching and learning help to promote change in thinking and practices, thereby empowering learners? Topics could include, but are not limited to:

- Researching pedagogical practices
- Inquiry into student learning
- Investigating innovative learning technologies
- Supporting SoTL scholars
- Building SoTL community
- SoTL theories and practices
- Going public with SoTL
- Students as collaborators in SoTL
- SoTL across the disciplines
- Institutional cultures and SoTL

### *Educational Development*

How are, and how can, teaching faculty and professional staff involved in student learning be better supported? How are teaching innovations, evaluation of teaching, quality of teaching and cultures of teaching developing and shaping campuses? Topics could include but are not limited to:

- Professional development of new and experienced instructors
- Programs to support teaching innovation by individual faculty
- Fostering of a culture that values and recognizes excellence in teaching
- Assessing educational development programming or centres
- Development of valid and appropriate teaching and performance evaluations
- Support of curriculum innovation and accreditation

### *Educational Leadership*

How can institutional policies better support teaching and learning frameworks? Topics could include, but are not limited to:

- Supporting institutional mobility
- The challenges of quality assessment
- The cultures of teaching and learning
- Supporting academic leaders such as Chairs, Dean and Program Heads
- Making administrative roles more appealing and manageable for faculty

### *Pre-Conference: Academic Programs: Pathways, Transfer and Collaboration*

The pre-conference theme, "Academic Programs: Pathways, Transfer and Collaboration", offers attendees an opportunity for in-depth discussion and exploration of provincial, national and international opportunities and strategies for promoting student access and mobility within and across institutions. The pre-conference theme was chosen, in part, to showcase the college/university partnership of the co-hosts of STLHE 2016.

How can colleges, universities and other stakeholders collaborate to advance student success without requiring students to repeat prior learning? How can creative pedagogy and experiential learning transcend the boundaries of our institutions to promote a collaborative student experience? What are best practices in the areas of pathways, transfer and collaboration, and how can we assess the strength of these inter- and intra-institutional initiatives? Topics could include, but are not limited to:

- University-to-college pathways and college-to-university pathways
- College degrees
- Collaborative degrees and programs
- International collaborations
- Intra-institutional collaborative programs (between departments of the same institution)
- Intra-institutional pathways
- Bridging programs
- Faculty strategies for interdisciplinary and collaborative teaching
- Creative pedagogy and experiential learning across institutions
- Credit transfer
- Laddering
- Transfer student success
- Prior learning assessment and recognition (PLAR)
- Pathways to the workplace
- Articulation agreements

## Eligibility

Anyone affiliated with higher education (including faculty, staff, students, postdoctoral scholars, educational developers, librarians and administrators) is welcome to submit a proposal. All session presenters must be paid registrants at the conference to appear on the schedule of sessions. Presenters must confirm their intention to attend by registering during the Early Bird registration period.

## Multiple Proposals by Same Author(s)

Each attendee may propose one pre-conference workshop as either the primary presenter or co-presenter. Additionally, each attendee may submit up to two other proposals as either the primary presenter or co-presenter for main conference sessions.

## Active Learning Space and Simulation Laboratories

### *Western Active Learning Space (WALS)*

For the main conference, Western University has an Active Learning Space available for presenters who wish to use this for their presentations. WALS is a collaborative, student-centred space that uses space and technology in innovative ways to facilitate active learning.



WALS is a multi-platform, BYOD (Bring Your Own Device) class with room for up to 50 students. The space features:

- 7 student seating areas or pods, each with a D-shaped table and "smart" projector that allows students to project and interact with images on whiteboards around the room
- an application that allows students to share work from their own devices at any pod
- a centralized touch-screen instructor panel for directing the technology
- the ability to route media device(s) to any, or all, displays
- video conferencing capabilities

WALS enables instructors to experiment with new technologies and pedagogies, and promote collaboration and active learning among students. Similarly, for students, WALS facilitates learning that is interactive and collaborative while exploring new technologies for learning. For a more detailed description of WALS, please visit <http://www.uwo.ca/wals>.

### *Fanshawe College Simulation Laboratories*

For the pre-conference sessions, Fanshawe College has a number of different simulation laboratories available for presenters who wish to use these facilities for their presentations.



Fanshawe College uses simulation laboratories ("sim labs") to provide experiential learning opportunities to students across a range of programs. Sim labs which may be available at the STLHE 2016 pre-conference for demonstrating innovative pedagogical techniques include:

- Nursing and health sciences labs such as the patient care simulation laboratory which features 11 patient care beds, a central nursing station with call bell system, and a projection screen and podium. The labs can accommodate the use of task trainers and VitalSim Manikins.
- A functional one-bedroom apartment space which may be used for simulation exercises in fields such as the health sciences, human services, and public safety.
- Canada's first teaching radio station which is equipped with the latest digital control room and production equipment.
- A state-of-the-art television broadcasting studio.

For more pictures, please visit <http://stlthe2016sapes.ca/program.cfm>

## Language of Submission

We encourage submissions in both official languages (i.e., English and French).

## AV Requests

All rooms for the conference or pre-conference are equipped with a rack computer with USB ports and network connections, video-data projectors, DVD player, and standard whiteboards. Any other equipment (such as manual flipcharts etc.) should be requested at the time of proposal submission. Wireless internet access will be available throughout the conference space. The organizing committee encourages presenters to bring their own laptops, mobile devices and adapters.

## Session Formats

### *Pre-conference*

#### **Concurrent Sessions**

- Short interactive workshop (typically 60-90 minutes)
- Long interactive workshop (typically 120-180 minutes)

### *Conference*

#### **Concurrent Sessions**

- Interactive workshop (typically 45-60 minutes): highly participatory hands-on sessions fostering collaborative development and discussion of ideas.
- Research presentation (typically 15-20 minutes): the opportunity for presenters to involve their peers in an engaging paper related to new or ongoing research

**Lightning/Pecha Kucha presentation:** a presentation featuring 20 images, each displayed for 20 seconds, totalling 6 minutes and 40 seconds (see <http://www.pechakucha.org/faq>)

**Posters:** visual displays offered in a format that promotes informal dialogue between the author(s) and their peers

## Proposal Format

- **Proposal Title**
- **Session Format**
- **Author(s)**
- **Conference Threads**
- **Session Description** [please use [template](#) (docx)]
  - **Description (400 words)** - Include relevance of topic to conference or pre-conference theme, importance of topic to teaching and learning, appropriate theory, research or practice, learning

outcomes and methods to be used in the session. Please remove author names and institutional affiliations from the description.

- **Elements of Engagement (150 words)** - Indicate how your session will encourage participant engagement and interaction (e.g., discussion, video, group activities etc.).
- **Use of Simulation Laboratories or Active Learning Space** - If your proposal is designed for a presentation in either a simulation laboratory (during pre-conference) or in the Western Active Learning Space (during the main conference), describe your previous experience using such facilities and how you intend to use the space during your presentation.
- **References** - Provide up to four references, not included in the abstract word count, following APA referencing and formatting standards.
- **Keywords** - Provide up to five keywords that describe the session.
- **Session Abstract (150 words)** - To appear in the conference schedule.

## Double Blind review process

Include author names only in the submission form fields. All reviews are double blind. Reviewers adhere to the proposal evaluation rubric (see attached).

## Timeline for Submissions

We will accept submissions until January 6, 2016 (11:59 p.m. EST). This deadline will **NOT** be extended.

## Submit Your Proposal

Please submit online: <http://ir.lib.uwo.ca/stlhe2016sapes/>

## Questions?

stlhe2016@uwo.ca

<http://www.stlhe2016sapes.ca>

# STLHE 2016 Session Description

Please complete all relevant sections and upload this file where indicated on the conference proposal website <<http://ir.lib.uwo.ca/stlhe2016sapes>>. Do not include presenter names and institutional affiliations in this document. Consult the [Proposal Evaluation Rubric](#) for more information on how proposals will be reviewed. The full Call for Proposals is available at the [STLHE 2016 Conference website](#).

**Title:**

**Requested Format:** (please check one)

- Pre-conference short interactive workshop** (typically 60-90 minutes)
- Pre-conference long interactive workshop** (typically 120-180 minutes)
- Conference interactive workshop** (typically 45-60 minutes): highly participatory hands-on sessions fostering collaborative development and discussion of ideas.
- Conference research presentation** (typically 15-20 minutes): opportunity for presenters to involve their peers in an engaging paper related to new or ongoing research
- Lightning/Pecha Kucha presentation:** a presentation featuring 20 images, each displayed for 20 seconds, totalling 6 minutes and 40 seconds (see <http://www.pechakucha.org/faq>)
- Posters:** visual displays offered in a format that promotes informal dialogue between the author(s) and their peers

**Description (up to 400 words):** Include relevance of topic to conference or pre-conference theme, importance of topic to teaching and learning, appropriate theory, research and/or practice, learning outcomes and methods to be used in the session.

**Elements of Engagement (up to 150 words):** Indicate how your session will encourage participant engagement and interaction (e.g., discussion, video, group activities etc.). *Please note: This section does not apply to proposals for lightning/pecha kucha or poster presentations.*

**Use of Simulation Laboratories or Active Learning Space:** If your proposal is designed for a presentation in either a simulation laboratory (during pre-conference) or in the Western Active Learning Space (during the main conference), describe your previous experience using such facilities and how you intend to use the space during your presentation.

**References:** Provide up to four references, following APA referencing and formatting standards.

# STLHE 2016 Proposal Evaluation Rubric

Proposal number:

Session Type:

Using the scale below, please select your level of **agreement** with the following statements about the proposed session.

EVALUATION CRITERIA	Strongly Disagree 1	Disagree 2	Neither Agree nor Disagree 3	Agree 4	Strongly Agree 5
1) The session is relevant to the overall theme of the conference or pre-conference.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2) The description clearly defines the session's learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3) The session addresses an important issue in teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4) The session is informed by the relevant theory, practice, and/or research in the area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5) The session topic will be of interest to conference attendees from a variety of perspectives (e.g., diverse disciplinary backgrounds, diverse roles).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>TOTAL SCORE (out of 25)</b>					

6) Is the selected format (e.g. poster, Pecha Kucha, presentation, workshop) appropriate for the proposed content? YES  NO

7) Is the proposal well written (e.g. tone, grammar, spelling)?

8) Are complete and appropriate references present?

9) What are the strengths of the proposed session?

10) What improvements could be made to the proposed session? (If you provided ratings of **3 or below** on statements 1-5 above, please include concrete suggestions for improving these aspects of the proposed session).

11) Please provide any other comments you have about the proposed session.

12) Your **Overall Recommendation** (please select one of the options below as per the following guidelines):

- Accept with minor (or no) revisions** – includes only typographical errors, incomplete references etc.
- Encourage major revisions** - proposal lacks one or more of: relevance to conference pre-conference theme; clear learning outcomes; appropriate theory, practice or research; sufficient interest to a diverse audience; sufficient level of interactivity etc.
- Do not accept** - proposal does not meet evaluation criteria, does not demonstrate sufficient understanding of the issues or is not suitable for the STLHE conference format, mission or audience.