

## Call for Proposals on Active Learning Spring Perspectives on Teaching Conference

Deadline for submissions: February 11, 2019

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Active learning is an approach to instruction that requires students to thoughtfully engage with the course material and often with one another. Active learning ranges from activities as simple as giving students time to pause for reflection on their learning to case studies to learning in the field. In simple terms, active learning involves students in course-related activities and causes students to think about what they are doing.

The Centre for Teaching and Learning invites proposals for presentations from instructors at the Spring Perspectives on Teaching Conference on **Wednesday, May 15, 2019**. The conference will focus on active learning strategies across the Faculties at Western, and we welcome submissions from instructors from all disciplines and teaching contexts. Presentations will focus on the use of **active learning strategies** in large, small, face-to-face, online, or blended learning environments. We will engage in conversations around such questions as:

- How do you use active learning to build community in your classes?
- How do you give and receive meaningful feedback on your students' learning by incorporating active learning?
- What does effective active learning look like in your classes?
- Why do you incorporate active learning strategies in your classes and how did you begin?
- What skills are your students developing and practising through active learning strategies?

Spring Perspectives on Teaching is a one-day conference that has been held at Western for over 30 years and is attended by approximately 300 faculty, staff, librarians, archivists, and graduate student instructors.

### Why present at Spring Perspectives?

Presenting at Spring Perspectives provides faculty, librarians, and archivists with an opportunity to share their scholarly research and effective, evidence-based practices on teaching and connect with colleagues in different disciplines. Presenting at the conference can contribute to the educational leadership component of the Faculty Certificate in University Teaching and help contribute to an instructor's teaching dossier, particularly when the dossier is considered for a teaching award or for a standing appointment at Western.



# Three Session Formats

*Note: If you choose to share any student work in your presentation, please ensure that you first receive permission from each student.*

Student-faculty presentations are welcome.

## 1. **Conversations about Active Learning Strategies**

20 minute presentation followed by 10 minute discussion

In this 20 minutes presentation, describe creative, evidence-based approaches to active learning that you have included in your course design that colleagues from other disciplines may find useful in their own practice. Presenters will have 10 minutes for discussion following their presentation for participants to ask questions and share ideas.

## 2. **Welcome to My Classroom** (interactive demonstration of learning activity followed by debriefing)

30 minute demonstration followed by 30 minute discussion

The first 30 minutes of these hour long sessions are an interactive demonstration of a class-based learning activity that has been modified to be accessible to a general audience. This sample interactive class will highlight how you foster active learning in your teaching. The last 30 minutes are a forum for the audience to ask questions and explore the application of the learning activity to their own teaching context.

## 3. **Presentation of Research on Teaching and Learning**

20 minute presentation followed by 10 minute discussion

Research on Teaching and Learning sessions provide an opportunity for instructors to showcase research they have conducted on active learning strategies in their classrooms in a 20 minute presentation. The final ten minutes of the session are an opportunity for discussion with session attendees to explore the implications of the research for different course and disciplinary contexts.

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**Deadline for submissions is February 11, 2019**

**To submit a proposal, please complete the [Call for Proposals](#) form.**

For your convenience, a summary of the questions included in the Call for Proposals is included below.

**Lead Presenter Contact Information:** Name, Western Email, Role, Affiliation

**Authors (in order you would like them listed) and affiliations (department or college):**

**Requested Format:**

Conversations about Active Learning Strategies

Welcome to My Classroom

Presentation of Research on Teaching and Learning

**Session Title:**

**Proposal:**

*Conversations about Active Learning Strategies*

Please describe your session proposal, including its relevance and applicability for conference participants. Include learning outcomes and details about the session approach. Please cite references to scholarly literature. *Max. 500 words, not including references (to be shared with reviewers only).*

*Welcome to My Classroom*

Please describe the active learning approach you take in your classroom. Indicate how your session will encourage participant engagement and interaction (e.g. discussion, video, group activities, etc.), including possible questions for discussion in the second 30 minutes. Please cite references to scholarly literature. *Max. 500 words, not including references (to be shared with reviewers only).*

*Presentation of Research on Teaching and Learning*

Please describe your session proposal, including its relevance and applicability for conference participants. Include learning outcomes and details about the session approach. Please cite references to scholarly literature. *Max. 500 words, not including references (to be shared with reviewers only).*

**Abstract:** 75 word abstract to be included in the conference program.

## Questions?

Contact the Centre for Teaching and Learning at [ctl@uwo.ca](mailto:ctl@uwo.ca)