

Western Teaching Support Centre

Call for Proposals Spring Perspectives on Teaching Conference

Deadline for submissions: February 9, 2018

The Teaching Support Centre invites proposals for presentations from instructors at the Spring Perspectives on Teaching Conference on **Wednesday, May 2, 2018**. The conference will highlight inclusive teaching practices across the Faculties at Western, and we welcome submissions from instructors from all disciplines. Presentations on inclusive teaching practices might include considerations of accessibility, disciplinary identities, approaches to learning, culture, race, Indigeneity, gender, socio-economic status, linguistic background or the intersections between these or other dimensions of difference. We hope that through conversations at Spring Perspectives, we will engage in conversations about questions such as:

- How do you foster inclusive learning environments that encourage and motivate all students to learn?
- How do you facilitate the success of underrepresented student groups in your discipline?
- What strategies do you use to facilitate dialogue across difference in the classroom or to adopt an inclusive, global, critical or decolonizing approach to curriculum, assessment, or to the discipline itself?

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.

Keynote Speakers

1. A keynote by Dr. Kyra Garson (Faculty of Student Development, Thompson Rivers University) on what students are learning from international and intercultural experiences at home and abroad.
2. A closing plenary by Dr. Trevor Holmes (Centre for Teaching Excellence and the Department of Women's Studies, University of Waterloo) on gender inclusivity in the classroom.

Why present at Spring Perspectives?

Presenting at Spring Perspectives can provide faculty, librarians, and archivists with an opportunity to share their scholarly research 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, provide evidence of educational leadership, particularly when the dossier is considered for a teaching award or for a standing appointment at Western.

Three Session Formats

1. Inclusive Teaching Strategies

(20 minute presentation followed by 10 minute discussion)

What creative approaches to inclusive teaching or assessment have you included in your course design that colleagues from other disciplines may find useful in their own practice? This session provides an opportunity for instructors to present inclusive teaching strategies that foster and support diversity in the classroom.

For example:

- Do you practice a wide range of assessment techniques that allow students to represent their knowledge in multiple ways?
- Are your assignments reflective of multiple ways of knowing and thinking?
- How do you encourage students to critically reflect on whether and in what contexts they are privileged?

Presentations will be followed by 10 minute discussions to give an opportunity for participants to ask questions and share ideas.

2. Research on Teaching and Learning: SoTL presentation

(30 minute session: 20 minute presentation + 10 minute discussion)

Research on Teaching and Learning sessions provide an opportunity for instructors to showcase research they have conducted on teaching and learning. 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.

3. Welcome to My Classroom (interactive demonstration of learning activity followed by debriefing)

(60 minute session: 30 minute demonstration + 30 minute discussion)

Welcome to My Classroom sessions showcase inclusive approaches to teaching across disciplines. The first 30 minutes of these hour long sessions are an interactive demonstration of an in-class learning activity that has been adjusted for a general audience. This sample interactive class will highlight how you foster inclusivity or embrace diversity in your teaching. The second 30 minutes are a forum for the

audience to ask questions and explore the application of the learning activity to their own teaching context.

Your teaching demonstration might help participants think through some of the following questions:

- How do you foster inclusive classroom climates that encourage and motivate all students to learn?
- How do you facilitate the success of underrepresented student groups in your discipline?
- What strategies do you use to facilitate dialogue across difference in the classroom or to adopt an inclusive, global, or decolonizing approach to curriculum, assessment, or to the discipline itself?

Deadline for submissions is February 9, 2018.

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:

Role: Faculty, Staff, Student, Librarian/Archivist, Postdoctoral Scholar

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

Requested Session Format:

Inclusive Teaching Strategies

Research on Teaching and Learning

Welcome to My Classroom

Session Title:

Session Descriptions:

Required for Inclusive Teaching Strategies and Research on Teaching proposals

max. 500 words (to be shared with reviewers only). 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 (references are not included in the 500 word limit).

Required for Welcome to My Classroom proposals

max. 500 words (to be shared with reviewers only). Please describe the inclusive approach to teaching 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 (references are not included in the 500 word limit).

Abstract:

75 word abstract to be included in the conference program.

Questions?

Contact the Teaching Support Centre at tsc@uwo.ca