TIF 2020 Call for Proposals – Engaged Teaching Wherever We Are

Teaching in Focus is a pan-university conference that strives to provide a fertile terrain for informed conversations about teaching and learning while highlighting the practical benefits and conundrums in implementing these ideas wherever we teach – in the classroom, a virtual learning environment, a bilingual space, a clinical setting, or out in the field (among others). Recognizing that teaching practice can take various forms, ranging in aims and methodology, we learn as much, if not more, as we teach. Recognizing and wanting to celebrate this diverse teaching landscape, TIF 2020 will be going outside of its usual physical boundaries by hosting Day 2 of the conference at Glendon.

Proposals are due no later than March 6, 2020.

Please submit the description of your proposed session in English or in French by completing this form: https://teachingcommonsforms.apps01.yorku.ca/forms/view.php?id=663558, indicating the dimension of teaching on which it focuses and the session format (see below).

TIF 2020’s theme, Engaged Teaching Wherever We Are, encourages us to think about teaching as more than an activity relegated to the traditional confines of a classroom. What goes into crafting an outstanding learning experience, beyond teaching performances, is holistic: it takes experience, critical engagement with pedagogy, a dose of creativity and risk-taking, the curiosity to investigate one’s own practice, and the willingness to share with others our successes and failures. In this vein, we encourage conference proposals to identify on which dimension of Engaged Teaching, identified below, the presentation primarily focuses.

Dimensions of Teaching

**Dimension 1: Sharing about teaching** includes teaching and learning activities that are implemented in the classroom or the curriculum. The practice of teaching is grounded in reflection and based on one’s teaching experience, their disciplinary lens, and discussions with colleagues. The focus is on teaching itself with some informal evidence of student learning rather than a formal method of investigation.

Example: After teaching the same course for 4 years, you know based on experience and a history of positive informal feedback from students that your final group project is an effective way for students to demonstrate what they have learned in the course. Your presentation may focus on explaining how you designed this group project and consider how other colleagues could implement these ideas.

**Dimension 2: Scholarly Teaching** includes teaching and learning activities implemented in the classroom or the curriculum based on best practices and critically reflected upon through evidence, with some assessment of the approach implemented. For example, a teaching activity may be informed by the literature, and following its implementation the strategy may be assessed via classroom assessment techniques or a survey about the student experience.

Example: You have read several journal articles that outline the benefits of encouraging students to critically reflect on their learning. After designing and implementing an in-class reflection activity you asked your students to discuss the advantages and challenges of this assignment. Your presentation may outline the activity alongside the feedback you received from students and lessons learned and offer suggestions for incorporating this or a similar activity into the classroom.
**Dimension 3: Scholarship of Teaching and Learning** includes teaching and learning activities that are implemented and assessed in the classroom or the curriculum. This work is grounded in the literature, systematic in methodology, resulting in outcomes that are shared publicly. As a systematic and evidence-driven approach to teaching, SoTL aims at improving student learning. It invites disciplinary experts to treat teaching as a form of scholarship by engaging in an iterative process of making teaching decisions based on a student-driven view of learning.

Example: You embarked on a year-long study (with ethics approval) to investigate how the inclusion of specific active learning strategies supported the development of foundational skills in mathematics for first-year students. Your presentation may look similar to a research presentation (outlining a brief literature review and your methodology, and a discussion of your findings) but also include a discussion of how your findings may help to improve or enhance student learning.

**Presentation Formats**

1. **Interactive Presentation**

An interactive presentation is an opportunity to encourage collaborative discussion and development around a particular topic. Sessions may also include a demonstration of a particular teaching strategy or assessment technique. These sessions will be 45 minutes in length and will be open to all conference participants.

2. **Poster**

Poster sessions are an opportunity to present your research and ideas related to a particular program or project. Poster sessions should be a visual as well as text-based representation of your work. Presenters invited to the poster sessions will have the opportunity to discuss their research with conference attendees during assigned timeslots.

3. **Teaching and Learning Hallway Conversation**

A hallway conversation is an informal conversation among colleagues, named after small-group discussions about teaching and learning that often take place in the hallway. This format brings together presenters with participants for a series of short, intensive conversations, each at a separate table. Each presenter will give a brief introduction on their topic followed by comments and questions from the participants. After 20 minutes, the participants move to another table for another round.

4. **AIF-Featured Talk**

We encourage past and current recipients of the Academic Innovation Fund (AIF) to come and share the outcomes of their completed project or work in progress in a 20 minute talk similar to a research talk.