14th Annual Teaching & Learning Symposium
TEACHER-AS-LEARNER/LEARNER-AS-TEACHER
CALL FOR PROPOSALS | TLS2020

**Event Date:** May 27, 2020

Desautels Hall, Rotman School of Management, University of Toronto
95 St. George Street

**Deadline for proposal submission:**
March 2, 2020

Please note: appointed faculty members, sessionals (CUPE 3902, Unit 3) CLTAs, Librarians and administrative staff can submit proposals; graduate or undergraduate students cannot lead a presentation but may co-present with a faculty member.

Questions about the call for proposals or proposal submissions process can be directed to the Centre for Teaching Support & Innovation at ctsi.teaching@utoronto.ca

**symposium theme**

This University of Toronto tri-campus event, hosted by the Centre for Teaching Support & Innovation and the Desautels Centre for Integrative Thinking, Rotman School of Management, is intended to stimulate discussion and the sharing of research, practices and experiences around teaching and learning. It is a cross-divisional forum that allows faculty, librarians and staff to celebrate their commitment to teaching and learning.

This year’s Teaching & Learning Symposium takes a broad approach to thinking about professional learning for instructors. We ask: **what is professional development in teaching and learning and what does it look like in practice across our campuses?** In particular, we are interested in the continuum between teachers and learners: learning about and engaging with effective teaching practices and how these subsequently impact student learning, how we incorporate peer and student feedback, modes of instruction that connect with and involve students on new and innovative levels, how the roles of teachers as learners, learners as teachers are being redefined, and how the diversity of the University of Toronto and our communities at large impact, define and transform teaching and learning both for our students and for us as educators.

Examples of practices that reflect **teacher as learner** or **learner as teacher** might include, but are not limited to:

- Building awareness and sharing practices related to priority areas in higher education, such as mental health, indigenizing teaching and learning, universal design for learning (UDL), experiential learning, active learning
- Connecting groups of instructors through professional or disciplinary networks, communities of practice, or informal local networks
- Mentoring models for instructors that focus on mentoring for teaching
- Mentoring and teaching initiatives that involve students as partners (co-educators, co-investigators), sharing agency in the classroom
- Investigating teaching and learning practices through teaching-focused inquiry and scholarship
Our goal at this year’s Symposium is to create space for exploring diverse approaches to professional learning for instructors at any stage of their careers. The day will feature a variety of entry points to learn more about pressing issues and transformative teaching techniques and highlight innovative approaches that take us outside of our day-to-day approaches to teaching, encouraging exploration, innovation and connection. This growth mindset will drive our approach to the day, as we engage in meaningful professional development for teaching with instructors across all career stages, from those new to their roles to those more experienced.

**proposal threads**

In light of the different practices and approaches mentioned above, this year’s theme will be explored through the following symposium threads – they are defined broadly and are not limited to the examples or descriptions provided. We welcome submissions that address the questions noted below and we are interested in submissions that pose unexpected, new, critical and scholarly questions in these areas.

- **Mentoring, coaching and network-building for teaching:** How do we build our teaching networks (locally or more broadly)? What are examples of communities of practice that guide us? What mentorship or coaching models do we find fruitful for teaching?

- **Designing instruction with all in mind:** How can we as instructors learn to design barrier-free learning at our University? What are innovative ways of incorporating universal design for learning (UDL) practices into our classrooms and pedagogies?

- **Mental health for instructors and learners:** How do we create positive learning environments for our students that promote mental wellness? How as instructors can we be mindful of our own mental health? How can we work towards inclusive curriculum and teaching approaches, as identified in the U of T Mental Health Framework to build resilience and provide support to our learners?

- **Decolonising teaching and learning:** How can we as educational designers, pedagogues and instructors leverage the many dimensions of cultural diversity in our courses and programs? For those of us with the experience and understanding of Indigenous educators and staff, how do you approach this work at an institution as large as the University of Toronto? How have you reconceptualised our learning spaces and materials to include Indigenous ways of knowing? For non-Indigenous instructors and staff, how can you contribute to the integration of Indigenous perspectives into new and existing curricula? What opportunities for inclusion and change can you create in U of T programs? For everyone, what effective responses can we create to answer the Truth and Reconciliation Committee Calls to Action? How are we learning from our students and our communities in order to create more inclusive environments for learning? How can we bring anti-racism work to bear in our classrooms?

- **Active and/or experiential learning:** What kinds of learning will support our transition as instructors to use effective active and/or experiential learning strategies for all teaching and learning contexts? What active and/or experiential learning principles and pedagogies can we incorporate in our teaching to best support U of T students? How can we leverage the experience of our students
to help them learn, and help us teach, in an active learning space or through community-based learning? How do we promote the value and efficacy of active and/or experiential learning pedagogies among students?

- **Modes of professional learning**: What are some of the modes of learning that keep us growing as teachers and as educational leaders? How are we defining meaningful learning when it comes to learning about teaching in higher education and in our disciplines, and what modes have inspired us to explore new terrain? (e.g., classroom visits for formative assessment)

- **Inquiry and reflection**: How do we think about our teaching, the impact on student learning, and how to improve our students’ learning over time? How can we examine our support of students’ development into lifelong learners and their transition into learners as teachers who, in turn, support the growth of peers throughout their careers? What are some strategies for building inquiry and reflection on teaching into our ongoing practices? How do we recognize the impact of our teaching and then capture and communicate this to others?
The day will feature a plenary session followed by concurrent sessions. Proposals for concurrent sessions will be accepted for the following formats. We encourage prospective participants to incorporate students into proposals, either through direct sharing of their experiences or as co-facilitators where appropriate.

Please note that each proposal format has an attached protocol to guide submissions. The submission protocol will support the peer review process. Detailed instructions can be found on the proposal submission form: https://tls.utoronto.ca/2020-cfp/

**Interactive Workshops (1 hour)**

Interactive workshops combine presentations or discussions with activities that engage all participants and encourage discussion and reflection. Prospective facilitators are asked to submit a general outline of the session, including outcomes and interaction processes.

**Inquiry on Teaching & Learning (completed or in-progress; 20-minute papers, 2 per 1-hour session allowing 10 minutes for questions and discussion following each paper)**

These sessions will focus on sharing a teaching and learning-focused inquiry project, providing a snapshot of the design, methods and initial findings from in-progress projects or results from a recently completed inquiry project.

**Lightning Talks (15-minute talks; 3 per 1-hour session, allowing 5 additional minutes for discussion at the end of each presentation)**

Example formats for Lightning Talks include:

- **Teaching strategies**: these sessions will focus on sharing effective teaching strategies, including the purpose, intended outcomes, possible demonstration of the strategy and examples. Discussion regarding how others can apply the strategies in their own teaching contexts should be addressed.

- **Nifty assignments**: these sessions focus on the sharing of a ‘nifty assignment’, giving details of the development and administration of the assignment, intended student outcomes, strengths and challenges of the assignment, and discussion regarding how the assignment might be used in other contexts.

**Symposium-You (30 minutes; 2 per 1-hour session)**

These participant-driven roundtables give further opportunity for reflection on issues or innovations in the disciplines, with a focus on facing challenges and problem solving.

Facilitators will be asked to prepare a conversation topic on discipline-focused teaching innovations and challenges – discussions can be based around reflections on personal innovations and practice, teaching dilemmas or challenges, or bringing forward an idea for the group to consider. These sessions should be considered dialogical, promoting discussion of possible creative responses drawn from participants’ personal experiences and wider sources.

**Deadline for submission**: March 2, 2020

*Notification of acceptance will be sent out late-March*