

# University of Waterloo 13<sup>th</sup> Annual Teaching and Learning Conference 2022:

## Fostering Partnerships in Pedagogy

### Conference Theme and Call for Proposals

Learning is social, as is teaching. At their best, both make use of shared knowledge and experiences to create informal partnerships. It is worth considering the improvements that can come from taking steps to turn them into genuine pedagogical partnerships.

Partnerships can be student-centered, empowering the role of learners and connecting them with faculty for a more central role in their learning. Partnerships can exist in experiential learning environments or in cooperative education, providing learners with the opportunity to gain authentic experience and become valued members of a team. Partnerships can be cross-disciplinary in nature, drawing upon knowledge and experience of faculty from across the University to forge new ideas and innovative teaching practices. Partnerships can leverage the role of academic support units to help craft educational experiences that benefit all learners.

How can we foster more partnerships – of all kinds – to the benefit of teaching and learning in our university community? How can we invite students to have a more active role in their entire learning process? How can we encourage interdisciplinary course design or sharing teaching practices? How can we draw upon the expertise and skills of those working across higher education in supporting roles? How might partnerships inform and grow our understanding of teaching and learning as we work together to design learning environments that best support all learners?

For our 13<sup>th</sup> annual Teaching and Learning Conference, we invite you to submit proposals for presentations, panel discussions, workshops, poster presentations, and a teaching and learning showcase. We also strongly encourage Learning Innovation and Teaching Enhancement (LITE) grant recipients to submit proposals; these sessions will be highlighted in the conference program.

***Please note that this conference will be held primarily online. There will however be opportunities for in-person engagement.***

### Ideas and questions to consider:

#### Student-centered partnerships

- **Partners in design:** How can students become partners in course development? What opportunities exist to actively involve students in the design of learning activities, assessments, rubrics, etc.?
- **Partners in curriculum:** What voice should students have in program-level curricular decisions? How can students' insight contribute to curriculum design and redesign?
- **Partners in research:** How can students be more than participants in a research study, and instead become co-investigators? What contributions might they bring, and what is the value in partnering with students throughout various stages of a pedagogical or disciplinary research project?

- **Partners as experts:** What opportunities exist to have students play the role of expert in the learning environment? Can students be partners with instructors in teaching their fellow students?
- **Partnerships between graduates and undergraduates:** How can the experiences and knowledge of graduate students be leveraged to help make meaningful partnerships with undergraduate students? How can they work together to benefit one another?

### Experiential partnerships

- **Cooperative education:** How can cooperative education create partnerships between students and employers? What opportunities exist to allow students to assume a more meaningful role with their organization or business? How can these experiences influence a student's role in class?
- **Responsive partnerships:** How did students rise to the challenge and support the rapid transition to remote learning in 2020 and 2021? What were the results of partnerships between instructors and online learning assistants? How might these partnerships be sustainable or evolve?
- **Industry partnerships:** How can instructors develop partnerships with industries and businesses to further student experience and learning? How can these partnerships be leveraged to enhance students' classroom and real-world experiences?

### Diversity in partnerships

- **Interdisciplinary partners:** What might instructors learn from forming interdisciplinary teams to investigate a common instructional problem? How do their diverse disciplinary backgrounds help or hinder teaching and learning research?
- **Inclusive partnerships:** How can partnerships in higher education be formed that represent intersections of identity? How can we create meaningful and authentic connections that acknowledge race, sexuality, gender, and disability?

### Partnerships with academic support units

- **Partners in course design:** How can members of support units (e.g., teaching centres, student centres, online learning support, libraries, writing support centres, etc.) work in partnership with educators to design courses? How does the medium of the course (i.e., in-person, online, blended, flipped) influence these partnerships?
- **Supportive relationships:** What is the role of a support unit in academia? How do support units transcend the meaning of "support" to create meaningful and lasting partnerships with faculty, instructors, and teaching staff?

### Partnerships moving forward

- **Lasting changes:** How has remote learning changed or impacted the role of students and their connection with the instructor or course? What have we learned through our experiences teaching and learning during the pandemic that will result in lasting partnerships?
- **New partnerships:** Looking towards the future of higher education, what new partnerships can we envision between students, instructors, support units, and our community?
- **Student voices:** What can we learn from our students' experiences? How can we honour and prioritize their voices?

## Proposal Guidelines

Please consider the following when developing your proposal:

- We welcome proposals from faculty, staff, and students (undergraduate and graduate) from the University of Waterloo and beyond.
- The deadline to submit a proposal is **Wednesday, January 26, 2022**. There will be no extensions to this deadline.
- Proposals must be between **200-300 words**.
- Proposals may be research-based, practice-based, or both. For example:
  - **Research-based:** Individuals engaged in conducting research on teaching and learning (including recipients of [LITE grants](#))
  - **Practice-based:** Instructors who are looking to share practices, strategies, and examples from their teaching experiences
- Individuals may be a first author in a maximum of one session. Individuals may be co-authors in more than one session, however. If you are submitting a poster or teaching and learning showcase item, you may be the first author at up to two sessions.
- Please remove any names from your proposal, as the review process is blind.
- Ensure that your session will be relevant to people from a variety of disciplines.
- Please consider two to three main takeaways from your work (if someone were unable to attend your session, what key research findings/practical experiences would you want them to know?)

### Proposal review criteria

Proposals will be reviewed based on the following criteria:

- Relevance of proposal to the conference theme or funded Learning Innovation and Teaching Enhancement (LITE) grant project\*
- Demonstrated understanding/awareness of issues related to teaching and learning
- Extent to which proposal ideas situated within the relevant literature or best practices
- Relevance to people across disciplines
- Clarity of intended session objectives/learning outcomes
- Appropriate engagement of conference participants (for workshops and panels)
- Overall clarity of proposal

**\*Note:** [Learning Innovation and Teaching Enhancement \(LITE\)](#) grants demonstrate the range of pedagogical research across the institution. Hence, we strongly encourage LITE grant recipients to submit proposals; these submissions will be evaluated on all criteria except their relevance to the conference theme.

### Session formats (conference to be held online with opportunities for in-person engagement)

- **Presentation:** 20 minutes (15-minute presentation, plus 5-minute discussion period). Share an approach (practice-based), present empirical findings, or examine theoretical or methodological issues (research-based). *Presentations will be recorded ahead of time. At a specified time in the conference schedule, presenters will be asked to both engage with the audience while their presentation plays via chat, and also facilitate a 5-minute discussion period afterwards.*
- **Panel Discussion:** 55 minutes. With a panel of colleagues, address different topics related to the conference theme and/or its sub-questions. Topics may raise issues and include insights from

practice, research, or both. Panels may relate to one discipline, several disciplines, or integrate insights gained from working in an interdisciplinary/multi-disciplinary way. Panels should involve three to five panelists and a moderator, and should include a discussion period of 15 to 20 minutes. *Panels will take place synchronously.*

- **Workshop:** 55 minutes. Take participants through the process of designing and implementing a strategy that you have used, and the insights gained from using that strategy and/or the research and literature behind those strategies. Workshops should include participant activities and provide opportunities for participants to consider application to their own teaching. *Workshops can be either synchronous or pre-recorded with synchronous engagement integrated.*
- **Alternative session format:** 55 minutes. We invite you to propose a format for your session that may better suit your outcomes than the session formats suggested above. When submitting your proposal, please describe the session format and how it relates to your session outcomes.
- **Poster:** Share an approach (practice-based) or present empirical findings (research-based). While the poster should be self-contained and informative, we expect the author(s) to be present during our poster session to engage with the conference participants.
- **Teaching and learning showcase:** Share an example of a practice that you employ that embodies pedagogical partnership (either in-class or online) to showcase to other instructors. No research is required to have been conducted on the efficacy of your partnership, but we expect you to share your thoughts, experiences, and rationale behind it. The teaching and learning showcase will coincide with the poster session. You will be asked to showcase whatever aspects of your partnership you would like (e.g., assignment instructions, handouts, sample of student work, etc.).

## Further Information

For more information, including submission guidelines with detailed instructions on how to submit proposals, please visit the [University of Waterloo Teaching and Learning Conference](#) website.

## Further Reading

- Baumber, A., Kligyte, G., van der Bijl-Brouwer, M., & Pratt, S. (2020). Learning together: a transdisciplinary approach to student–staff partnerships in higher education. *Higher Education Research & Development*, 39(3), 395-410.
- Behling, K., & Linder, K. E. (2017). Collaborations between centers for teaching and learning and offices of disability services: Current partnerships and perceived challenges. *Journal of Postsecondary Education and Disability*, 30(1), 5-15.
- Bovill, C., & Woolmer, C. (2019). How conceptualisations of curriculum in higher education influence student-staff co-creation in and of the curriculum. *Higher Education*, 78(3), 407-422.
- Brasley, S. S. (2008). Effective librarian and discipline faculty collaboration models for integrating information literacy into the fabric of an academic institution. *New Directions for Teaching and Learning*, 2008(114), 71-88.
- Cook-Sather, A., Bahti, M., & Ntem, A. (2019). *Pedagogical partnerships: A how-to guide for faculty, students, and academic developers in higher education*. Elon University Center for Engaged Teaching Open Access Series.
- de Bie, A., Marquis, E., Cook-Sather, A., & Luqueño, L. P. (2021). *Promoting equity and justice through pedagogical partnership*. Sterling, Virginia: Stylus Publishers.

<https://www.centerforengagedlearning.org/books/promoting-equity-and-justice-through-pedagogical-partnership/>

- McKay, T. M., & Simpson, Z. (2013). The space between: Pedagogic collaboration between a writing centre and an academic department. *Perspectives in Education*, 31(4), 27-42.
- Woolmer, C. (2018). Exploring dimensions of risk in pedagogical partnerships in higher education. *Teaching and Learning Together in Higher Education*, 1(24), 1.