

# LEARNING OUTSIDE THE CLASSROOM

## CALL FOR PROPOSALS

Across the life span, learning is a constant. In all aspects of our lives we continually acquire, apply, create, and communicate knowledge. Within postsecondary education settings faculty in diverse disciplines harness this natural dynamic in the ways we engage students in learning as they solve authentic problems in our disciplines. Whether it is conducting research to critically examine historical events or literary works, designing and/or conducting lab or field projects, or learning and applying knowledge in clinical settings or community-based projects, students – by design – spend a significant amount of time learning outside our classrooms.

Students themselves create learning experiences outside scheduled class time. Individually and in groups, they find the information they need, solve problems, and engage in self-directed learning. Although we know less about the conditions under which such learning takes place, there is ample evidence of learner-initiated learning in the physical and virtual spaces we design for this purpose and in other spaces that learners create for themselves.

Faculty, graduate students, librarians, student services professionals, space design experts, and educational developers are invited to participate in a conference focusing on the many ways our students learn outside the classroom. Colleagues are invited to propose sessions that address questions such as:

- What are the most successful learning activities you use to help students apply, elaborate, and share their knowledge outside the classroom?
- How do you promote learning outside the classroom through the assignments or projects you use to assess learning in your discipline?
- What kinds of experiential learning opportunities exist in our own university communities? In the broader community?
- How have you used community service learning in your courses/program?
- In what ways can complementary resources and informal learning spaces contribute to student success?
- What kinds of physical and virtual spaces optimize student learning outside the classroom?
- How do co-curricular experiences contribute to the overall learning experience?
- What impact does learning outside the classroom have on student learning?

Presentations may be based on research findings, theory and practice in learning and teaching, and/or specific tools and strategies that speak to the theme of the conference.

**Proposal submission deadline: Friday, February 26, 2010.**

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## **Session Formats:**

Interested individuals are invited to submit proposals for 50-minute sessions that may be offered in a number of different formats, including:

**Presentations.** The presentation format is designed for sessions that describe particular teaching and learning strategies and their impact on student learning, a conceptual tool that you have found useful in designing student out-of-classroom learning experiences, or a systematic inquiry that you may have conducted on the impact on student learning of a particular strategy. Presentations may have multiple authors. It is recommended that each presentation include opportunities for interaction and discussion.

**Interactive Panels.** Panel sessions are designed to foster discussion by illustrating different points of view. In a 50-minute time span, several presenters (one of whom will serve as a moderator) will present issues pertinent to the design, coordination, and/or assessment of out-of-classroom student learning activities, and the moderator will facilitate discussion among the panelists and the audience.

**Workshops.** The workshop format is designed to provide a forum for the collaborative development and discussion of ideas relevant to learning outside the classroom. Workshop proposals should clearly indicate how participants will actively contribute to the session.

**Roundtables.** Roundtable sessions are designed to provide opportunities for less structured discussions around a specific topic. Presenters may wish to discuss a wide range of issues related to learning outside the classroom.

Accepted presenters will be eligible for a reduced conference rate.

## **Proposal Submission:**

Complete your submission using the template below and e-mail the completed document as a .doc or .pdf attachment to [clt@dal.ca](mailto:clt@dal.ca) with DCUTL Submission – [yourlastname] in the subject line, or fax to (902) 494-3767.

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## Principal Presenter

**First Name:**

**Last Name:**

**Institution & Department:**

**E-mail:**

**Work Phone:**

**Institution Mailing Address**

**Principal Presenter Biography (75 words or less)**

## Co-Presenter (if applicable, copy for more if required)

**First Name:**

**Last Name:**

**Institution & Department:**

**E-mail:**

**Work Phone:**

**Institution Mailing Address**

**Co-Presenter Presenter Biography (75 words or less)**

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## Session Information

### Title of Session:

### Session Type

- 50-minute presentation
- 50-minute panel
- 50-minute workshop
- 50-minute round table session

### Abstract (200 words or less)

### Technical Requirements

Rooms are equipped with laptop computers, vcr/dvd players, projection screens, white boards, overhead-transparency projectors, and data projectors. Please fill in any ADDITIONAL needs in the space provided.

### Criteria for Submission Review and Selection

Submissions will be peer-reviewed by the program committee. Criteria by which submissions will be assessed are provided below to guide the development of your proposal:

- clearly stated goals
- relevance to the conference theme and intended audience
- appropriate approach, given the objectives and format
- evidence of critical reflection
- contribution to scholarship and/or effective practice(s) in teaching and learning

### Submission Deadline

Friday, February 26, 2010