

**TILT Annual Learning and Teaching Conference (ALTC) 2021
Call for Contributions - Information and Guidance**

Date: Tuesday 14th September 2021, Online

Organised by: Trent Institute for Learning and Teaching (TILT)
Nottingham Trent University, UK

Call open to: NTU staff, students and all interested external colleagues

Submission Form: Please complete, [TILT ALTC 2021 Submissions Form](#)

Submission Deadline: 12 noon Friday 4th June 2021

Keynote: To Follow

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Learning and Teaching in a Pandemic: Opportunities, Challenges and Lessons Learnt.

Call for Contributions

The Covid-19 pandemic involved the expeditious adaptation of learning and teaching in Higher Education Institutions. Now in our second year of living in the midst of a worldwide pandemic the impacts on learning and teaching have begun to settle somewhat.

The 2021 TILT Annual Learning and Teaching Conference (ALTC) (formerly Festival of Learning) explores the experience(s) of learning and teaching in the midst of a worldwide pandemic with a view to distil insights, effective practice(s) and lessons learnt. These issues will be explored through the lens of three Scholarship of Learning and Teaching (SoTL) themes: Active, Collaborative Learning; Teaching, Technology and the Pandemic; and, Learning Community (please see below, p.2-4).

The SoTL themes listed together bring into focus the concept of 'resilient pedagogies' - pedagogic approaches / practices adaptable to varied learning environments and change, the digital tools and technologies and organisational culture and practices (Learning Community) which facilitate this, and implications for current and future learning and teaching practice(s) and policy focused on enacting change in / through Higher Education including (but not limited to), for example, Success for All and Social Mobility.

Proposals for posters, workshops, presentations (including Pecha Kucha) and papers should address one of the three themes listed below, including but not limited to, scholarship, empirical research, case studies, and work / ideas in progress (please refer to session format section below, p.5-6).

Multiple contributions each addressing a different aspect of one theme and / or more than one theme are welcome.

If you have any questions about TILT ALTC 2021 after referring to this document and the [TILT ALTC 2021 webpage](#), please don't hesitate to contact the [TILT Team](#).

Theme One

Active, Collaborative Learning – a continuum of practice(s): Stories from Lockdown / Socially Distanced Classrooms

Beyond the vital hard work of getting learning and teaching up and running in the context of the pandemic, lay even more difficult questions of how to ensure a parity of experience online with that of offline. Would pedagogies associated with student inclusion and engagement and improvements in progression and attainment such as Active, Collaborative Learning (ACL) translate / be resilient to the demands of shifting learning and teaching modalities: online, blended learning, on-campus and mixed method?

This theme focuses on staff and student experiences of ACL during the pandemic – a continuum of practice ranging from one or more ACL activities employed across shifting modalities to wholesale ACL approaches i.e. [SCALE-UP](#), and distil insights, lessons learnt and effective practice(s) to take forward.

Proposals could include, but are not limited to:

- **ACL Stories from Lockdown / Socially Distanced Classrooms**
In context of national restrictions on physical proximity and contact:
 - Responding to the challenges of integrating ACL activities and / or wholesale approaches across shifting modalities: online, blended learning, on-campus and mixed method.
 - Opportunities - both expected and unexpected – to enhance student: inclusion, engagement, progression and / or attainment, through ACL activities / tools and / or approaches.
 - ACL insights, lessons learnt, tools, activities and practice(s) colleagues will take forward in their practice and why?
 - ACL in Lockdown: Students perspectives and lessons for NTU to take forward.
- **Round table discussion, ACL - a resilient pedagogy?**
(Re)imagining the future, what makes a pedagogy resilient and has ACL proven to be a resilient pedagogy through the pandemic, in what ways, under what circumstances (including for whom, when, and where) and why?
 - A round table addresses a key question in each thematic area and involves consideration of implications for agendas focused on enacting change in / through HE, for example including (but not limited to) [Success for All](#) and / or Social Mobility? Please use the [TILT ATLC 2021 Submissions MS Form](#) to indicate if you are interested in leading or participating in a round table discussion.

Theme Two

Teaching, Technology and the Pandemic: Everyday Scholarship Stories of Digital Tools and Technologies

The Covid-19 pandemic has involved the expeditious adaptation of learning, teaching and assessment in Higher Education Institutions. University staff and students alike have used digital tools and technologies to pivot learning, teaching and assessment at pace across modalities: online, blended learning, on-campus, and mixed method.

This sub-theme focuses on staff and student's experiences of engaging with digital tools and technologies across different learning environments, and insights and lessons learnt that could / should shape the future of learning, teaching and assessment in HE.

Proposals could include, but are not limited to:

- **'Everyday (Scholarship) Stories - Digital Tools and Technologies in a Pandemic':**
 - Responding to 'impossibility' and / or limitations of 'place bound' learning, teaching, assessment and feedback.
 - Responding to 'impossibility' and / or limitations of 'place bound' pastoral support and mentoring.
 - Using virtual, augmented and / or mixed reality and / or Artificial Intelligence, for example virtual tours / galleries or facilitating real-time discussion on objects, buildings and places.
 - Learning, teaching and /or assessment of traditionally 'physical' activities online.
 - Creating social spaces online - opportunities to build positive relationships and / or enhance engagement.
 - Effective digital tools for Inclusion (Special Educational Needs and Disabilities)
 - The digital divide, and / or digital upskilling
 - Showcasing of effective digital tools and technologies for any aspect of learning and teaching and /or assessment (including feedback).

- **Round table discussion, Resilient Digital Tools and Technologies?**
(Re)imagining the future, negotiating 'place bound' and 'place free' learning and teaching in HE: possibilities, limits, challenges and opportunities of digital tools and technologies?
 - A round table addresses a key question in each thematic area and involves consideration of implications for agendas focused on enacting change in / through HE, for example including (but not limited to) [Success for All](#) and / or Social Mobility. Please use the [TILT ALTC 2021 Submissions MS Form](#) to indicate if you are interested in leading or participating in a round table discussion.

Theme Three

Being Together, While Apart: Sustaining Learning Communities through and beyond Covid

The interactive, collaborative and social aspects of learning experiences including the hidden curriculum, captured by the concept of Learning Community, are associated with belonging, shared purpose and student engagement, progression and attainment. Learning communities are about people. A central challenge posed by Covid-19 for HEI's has been maintaining that strong sense of being together while physically apart.

Through the lens of 'positive relationships', 'wellbeing', and 'Equality, Diversity and Inclusion', the Learning Community theme puts centre stage staff and student experiences of being together, while apart and distils insights, lessons learnt and effective practice(s) to support the development of Learning Community and student experience we aspire to.

Proposals could include, but are not limited to:

- **Learning Community during a Pandemic: Insights, Lessons Learnt and Effective Practice(s)**
 - Responding to challenges of building positive relationships / trust between students and staff and amongst students (to encourage dialogue, discussion, collaboration necessary for learning community) across modalities: online, blended learning, on-campus, and /or mixed method: Lessons Learnt and Effective Practice(s) Identified.
 - Wellbeing: looking after ourselves and each-other, how to support staff and students in a world a-part: Opportunities, Challenges, Lessons Learnt and Effective Practice(s).
 - Responding to the challenges of integrating Equality, Diversity and Inclusion (EDI) into learning and teaching practice(s) across shifting modalities: online, blended learning, on-campus, and /or mixed method: Challenges encountered, Lessons Learnt Effective Practice(s) Identified.

Round table discussion, Towards a new conceptualisation of Learning Community?

(Re)imagining the future, what does the notion of learning community in HE mean in the context of Covid-19, how is this similar and / or different to that of pre-pandemic, and what implications might this have for how we conceptualise and go about building and maintain strong learning communities in the future.

- A round table addresses a key question in each thematic area and involves consideration of implications for agendas focused on enacting change in / through HE, for example including (but not limited to) [Success for All](#) and / or Social Mobility? Please use the [TILT ATLC 2021 Submissions MS Form](#) to indicate if you are interested in leading or participating in a round table discussion.

Session formats

Proposals for posters (video), workshops, presentations (including Pecha Kucha) and papers are invited which address the conference themes. The emphasis should be on '*Learning and Teaching in a Pandemic: Opportunities, Challenges and Lessons Learnt*', and sessions should involve opportunities for reflection, exploration and engagement with scholarship.

The conference traditionally includes sessions which involve delegates in active discussion and / or participation, and consequently this is a key requirement of all live discussion paper, presentation and workshop proposals. Innovative techniques to actively engage delegates in pre-recorded content is encouraged.

As noted above, contributions from NTU, national and international participants are welcome in a variety of formats.

Discussion papers / Presentations: (45 minutes – with at least 20 minutes for questions and discussion) giving an account of scholarship, empirical research, evaluation, policy and / or practice with the emphasis on drawing out insights, lessons learnt and effective practice(s) as well as involving participants in engaging (through discussion or other activities) with your scholarly ideas, experiences, stories, tools, innovative approaches to addressing challenges and / or findings. **These live sessions will be recorded.**

Workshops: (45 or 90 minutes) with the emphasis on a more detailed exploration of an issue, resource, technology i.e. virtual reality experiences or software demonstrations, interactive performance through film, drama and / or music, use of artefacts and / or presentations with an active element and involving high levels of participation. **These live sessions will be recorded.**

Video Posters or Video Pecha Kucha Presentations: We are particularly interested in encouraging pre-recorded digital / video poster presentations (up to 3 minutes) and Pecha Kucha Presentations (up to 7 minutes). Video Posters and Pecha Kucha Presentations will be made accessible to ALTC 2021 delegates throughout the conference via the online platform and may also be made accessible after the Conference through MS Teams TILTOnline accessible to internal staff. All pre-recorded content must be submitted in advance of the conference (by 16th August 2021).

All recorded sessions may subsequently be used by TILT to disseminate the Scholarship of Teaching and Learning and / or TILT ALTC to internal and external audiences.

Criteria for acceptance of proposals

Each proposal will be reviewed for acceptance at the Conference against the following criteria:

- Clarity and coherence of proposal including title and aims / objectives;
- Session aims are of clear value and likely interest to the participants;
- Relevance of aims / objectives and proposed session content to the Conference title and chosen theme is explicit;
- Stated and convincing contribution to scholarship of learning, teaching and / or assessment theory, policy and / or practice in HE reflecting on the future of our shared practice;
- Techniques to encourage / facilitate the active participation of delegates in the proposed session (essential for live sessions and encouraged for pre-recorded); and,
- Appropriateness of session format and structure to deliver session aims / objectives and content.
- **Co-production with students is encouraged but is not a formal criteria.**

Submitting your proposal

Please complete and submit a [TILT ALTC 2021 Submissions Form](#) by **Noon on Friday 4th June 2021**. It is a requirement that all participants [register as conference delegates](#).

There is no registration fee.