

Call for proposals

ENLIGHT Teaching and Learning Conference 2023
11th to 13th of October 2023, University of Bordeaux

Empowering students for tomorrow

The ENLIGHT Teaching and Learning Conference is an annual event that convenes teachers, programme administrators, educational developers, students and other stakeholders. These actors are invited to share their experiences and ideas on how to connect innovative teaching and learning practices with the ENLIGHT educational goals. In turn, these goals aim to develop transversal skills in an interdisciplinary and intercultural approach to address 21st century challenges.

This conference focusses on innovative teaching and learning practices and aims at:

- sharing, discussing, and celebrating effective and/or innovative teaching and learning practices experienced and/or carried out at the different partner institutions.
- co-creating educational programmes, courses, and other related initiatives specific to innovative teaching across ENLIGHT universities.
- building collective knowledge specific to the goals of ENLIGHT (see possible paths for reflexion for the conference)

The University of Bordeaux will host the third ENLIGHT Teaching and Learning Conference from October 11th to 13th 2023. The event will address the following central theme:

Empowering students for tomorrow

Empowerment is a multidimensional concept that aims at empowering individuals or communities to take control of their lives and their environment by acquiring skills, knowledge and resources to act autonomously. It's a process that strengthens people's ability to solve problems, make decisions and act in ways that impact their lives. The concept has some of its roots in Foucault's work on knowledge and power ([Broom, 2015](#)) and was theorised by the psychologist Julian Rappaport ([1987](#)).

Empowerment in education promotes:

- autonomy: students learn to make informed decisions, set their own goals and take action to achieve them; it deeply develops their ability to act
- engagement: it offers to learners more control over their learning, they are more likely to be actively engaged in their own development
- self-efficacy: by acquiring disciplinary and transversal skills, knowledge and resources, students feel more confident in their ability to succeed

Empowering students is an objective that finds its full place in pedagogies that aim at developing the skills necessary to face the challenges of the 21st century ([Enlight Competence Framework](#)). Training a new generation of impact entrepreneurs is one concrete way in which ENLIGHT universities can make a difference, in addition to our wider aim of educating engaged citizens who will lead the transitions of our societies ([Luna Scott, 2015](#), UNESCO).

The conference programme will highlight good practices and observations from the classroom and institutional levels and will reflect the diverse perspectives on empowering pedagogical practices within the ENLIGHT alliance.

ON THE CONFERENCE, ITS THEME, AND TARGET GROUPS

POSSIBLE PATHS OF REFLECTION

We invite contributors to engage in a collective discussion on innovative teaching practices and student empowerment. Some paths of reflection are suggested below. Please note that this list is not exhaustive and is provided as a guide only.

1	<i>Empowering students: Why and for what purpose?</i>
<ul style="list-style-type: none"> - What are the motivations and challenges for institutions and educational teams? - What are the aims of student empowerment? - What is the impact of empowerment on society and how do external stakeholders get involved in the classroom? - Who are the stakeholders involved in student empowerment? - Who are the stakeholders impacted by empowered students? <p><i>Etc.</i></p>	
2	<i>Empowering students at university, inside <u>and</u> outside the classroom: How?</i>
<ul style="list-style-type: none"> - To what extent can your innovative teaching practices contribute to student empowerment? - What kind of teaching practices and situations can be designed to enhance student empowerment? - In your institutions, beyond teachers, how can other actors take part in the empowerment of students (career centers, entrepreneurship centers...)? - What kind of actions on the campus but outside the classroom can be designed to enhance student empowerment? - To what extent can peer learning and peer reviewing contribute to student empowerment? - Is teaching project management or entrepreneurship a means to develop empowerment? - Involving external stakeholders in education: who should be involved and what do they bring to the table? <p><i>Etc.</i></p>	
3	<i>The Empowered student: What does he/she look like?</i>
<ul style="list-style-type: none"> - What skills do empowered students have? - What kind of citizens will empowered students become? - What kind of entrepreneur/professional do empowered students become? - What does empowerment bring to the students' academic courses and/or professional projects? - What changes occur in the relationships between students and their environment (other students, teachers, civil society, companies/professional world) <p><i>Etc.</i></p>	
4	<i>How does student empowerment question teacher practices? How can "the traditional ways of doing things" be challenged?</i>
<ul style="list-style-type: none"> - What are the risks and benefits of changes in pedagogical practices? - How can teachers reflect on their practice and pedagogical approach? - How do empowering teaching practices affect teamwork within pedagogical teams? - How does empowering students change the teacher-student relationship? - How does empowerment change the teacher-institution relationship? - How can teachers be trained and supported in the implementation of innovative teaching practices? <p><i>Etc.</i></p>	

TARGET GROUPS FOR THE CONFERENCE

- Academics: Teachers, educational leaders, learning design specialists and researchers, with particular emphasis on those designing educational courses and programmes
- Students & alumni: The ENLIGHT conference strives to involve students as presenters, attendees, or both, to balance viewpoints between teaching and learning counterparts and stimulate a constructive dialogue
- Educational developers: those responsible for disseminating teaching practices in their own universities will benefit from, and add significant value to, this event and good pedagogical practices
- Administrative and support staff: for instance, staff from International Offices, IT departments, library personnel, student services, campus development services, career services, etc.

FORMATS, CRITERIA & HOW TO SUBMIT PROPOSALS

ONE CONFERENCE AND A VARIETY OF FORMATS

The Teaching and Learning Conference seeks to engage participants in open, international and interdisciplinary discussions. To this end, applicants are requested to select one of the following formats for their contribution:

- **Interactive presentations:** as a contributor, you seek to facilitate a lively discussion with the group about a specific topic. Contributions should include a 10min input followed by 20min of structured dialogue with the participants. A session chair will facilitate the discussion; presenters are invited to prepare guiding questions. Presentations will be paired up (when/if possible) as one 60 minutes session.
- **Poster presentation sessions:** the poster session will include three stages: pitching of the posters to the audience by briefly introducing the addressed topic (max. 1 minute per poster); discussion between attendees and contributors (60min max); visit of the stands by the contributors themselves and discussion with their colleagues and the other participants.
- **Interactive and/or co-creative workshops:** your workshop actively engage the participants to work together with your ideas and learn from each other's experiences. Workshops will last 60 to 90 minutes and may include short inputs, but they are designed as interactive moments and activities in which the participants can collaborate even co-create, e.g., working in small groups and/or on formats like world café...

The Governance Board of the Teaching and Learning Conference will also pilot the set-up of round tables in collaboration with the two sub-groups of the Peer review cycle (entrepreneurship and career guidance support).

All the sessions will be held on-site in Bordeaux.

CONTRIBUTORS GUIDELINES:

All contributions have to meet the following requirements:

- Submission in PDF
- Times font, size 12, with single spacing
- Highlight how the chosen topic engages learners/students and expose some questions/challenges that contributors want to discuss with participants (bear in mind the sessions should be as interactive as possible)

Interactive presentation

Maximum length of 1.000 characters (incl. title, references etc.)

Various formats of contributions are expected:

- Research short papers on pedagogy

1. research question
2. theoretical background
3. methodology
4. main results
5. practical implications and perspectives

or

- Presentation of innovative pedagogical experiment

1. "ID card" (one page max): Pedagogical objectives; Target (characteristics of the learners and their number); Duration of the experiment; Resources needed; Pedagogical situation (what type of classroom...)
2. The ID card will be followed by a discussion.

or

- Presentation of a global discussion/reflexion, based on your global experience as a teacher or a pedagogical engineer (free-form format)

Poster

One-page poster (.jpeg or .png) + a brief presentation (1.000 characters max - pdf) of the storytelling of the poster:

1. What is the topic?
2. What is the key information inside the document?
3. How will you encourage the participants to the poster session to interact with you?
4. Will learners/students be involved in the presentation? How?

Interactive and/or co-creative workshop

Structure (1000 characters max):

1. Objective(s) of the workshop
2. Number of participants you want to involve and preferred profile (teachers, engineers, students, etc.)
3. Length: 60 to 90 minutes
4. Resources needed (if relevant)
5. Animation: Description of how participants will engage during the workshop
6. Perspectives: You will then explicit the links with the conference theme, and explain how you contribute to one (or more) of the Four main questions

REVIEW PROCESS CRITERIA

All applications will be assessed based on the following criteria:

- **Relevance of proposed topic:** How does the proposed topic align with the conference theme? What insight or benefit does the proposed topic provide to session participants regarding the theme or challenge that it addresses? Does the topic fully engage the contributor in a discussion around one or more of the 4 main questions asked (empowering students: why? How? What changes for the student? what changes for the educator?)
- **Session format and planned outcomes:** how does the proposed contribution align with the available session formats, and does it include a proposed strategy for delivery? What are the planned outcomes and do these align with the overall conference theme of active participant engagement? Is there a plan for how participants will engage and interact during the session? Is it congruent with the format of the session?
- **Student/learner involvement:** does the proposed contribution include perspectives of learners? Will learner representatives be involved in the development and/or delivery of the contribution? Since we welcome student participation, extra consideration will be given to submissions that include students in the development and delivery of the session.

- **Link with Enlight:** to what extent can the innovative teaching practices presented be integrated into Enlight and be offered to Enlight students/involve Enlight teachers? How do they relate to [Enlight competences](#)? Can they be scaled up/replicated within the network?

The above criteria help to define how proposed contributions align with the conference theme, as well as with other contributions. The criteria will also assist ENLIGHT reviewers in identifying particularly relevant aspects, missing information or need for clarification.

SUBMIT YOUR PROPOSAL

Please submit your contribution via <https://enlight2023bordeaux.sciencesconf.org> from April 10th to May 10th 2023, following the indications of the contributors' guidelines and the review criteria.

If you have any questions on the conference or the call for proposals, please contact us at: enlight2023bordeaux@sciencesconf.org.

TIMELINE

Launch of the call: March 15th 2023
Opening of the submission platform: April 10th to May 10th 2023
Notification of acceptance: June 15th 2023
Publication of the conference programme: July 3rd 2023