



2022 Conference on Engaged Learning

June 19-20, 2022

Proposals due March 1, 2022

The annual Conference on Engaged Learning showcases cutting-edge research on engaged learning. Each annual conference features multi-institutional research from a specific [Center for Engaged Learning research seminar](#), invites research updates from past seminar participants and conference presenters, and encourages contributions from other scholars and practitioners studying engaged learning practices.

We invite scholars interested in writing beyond the university and other engaged learning topics (see the theme categories below) to join the culminating conversations of the [2019-2021 Research Seminar on Writing Beyond the University](#) at the 2022 Conference on Engaged Learning at Elon University, June 19-20, 2022. We particularly encourage proposals that attend to diversity, inclusion, and equity within or across these engaged learning practices.

We anticipate hosting the conference in-person on Elon's campus but will regularly assess whether a move to a hybrid or fully online format is merited. We will post updates on the conference website.

Themes

For the 2022 conference, we invite proposals related to one of the following themes:

- Writing Beyond the University
- Previous Center for Engaged Learning Research Seminar and Conference Topics (see below), and
- Cross-Cutting Questions about Engaged Learning

Writing Beyond the University

Elon University's Center for Engaged Learning (CEL) has hosted two research seminars focused on writing development and writers' transfer of knowledge and strategies from one writing context (including but not limited to courses) to another (e.g., subsequent and concurrent courses, workplaces, civic activities, etc.).

The [2011-2013 research seminar on Critical Transitions: Writing and the Question of Transfer](#) fostered significant growth in what higher education knows about transfer of writing knowledge and practices.

More recently, the [2019-2021 research seminar on Writing Beyond the University: Fostering Writers' Lifelong Learning and Agency](#) addressed the need for more research on (preparing students for) writing beyond the university. For the 2022 Conference for Engaged Learning, we invite proposals for presentations that take stock, refocus, and update the research emerging from these two seminars.

Scholarship emerging from the first CEL seminar appears in a special issue of *Composition Forum*, two edited collections (*Critical Transitions: Writing and the Question of Transfer, Understanding Writing Transfer*), and [dozens of other publications](#). Seminar scholars and others have contributed to our understandings of students' and faculty members' perceptions of writing transfer (Bergmann & Zepernick; Driscoll), students' meaningful writing experiences (Geller, Eodice, & Lerner), critical transitions within the university (Boyd; Goldschmidt; Gorzelsky, et al.; Hayes, Ferris, & Whithaus; Wardle & Mercer Clement), the ways in which cognitive issues or student dispositions influence writing behaviors (Driscoll & Wells; Yancey, Robertson, & Taczak), and teaching for transfer (Robertson & Taczak; Yancey, Robertson, & Taczak).

These studies contribute valuable evidence about how students transfer their writing knowledge and practice, primarily within a university context. Yet they often overlook other factors that influence students' writing transfer, such as prior and concurrent writing experiences beyond the classroom, identity and cultural influences, and non-traditional pathways through higher education.

Some scholarship has addressed writing experiences beyond the university and whether writing knowledge between the workplace and the university can transfer, most notably in professional/technical writing case studies of specific workplace contexts (Blythe; Blythe, Lauer, & Curran). However, few scholars have focused on transfer beyond the university outside of specific workplace contexts, examining work-integrated learning spaces like internships and co-ops (Anson & Forsberg; Brent; Dilger & Baird; Jennings), service-learning (Bacon; Bowden & Scott; Zimmerelli), civic activism (Alexander & Jarratt), transfer for writing center consultants (Driscoll, Devet, Hill), or writing in self-sponsored spaces (Rosinski). Scholarship emerging from the Center's 2019-2021 research seminar is extending these conversations; and a new edited collection, *Writing Beyond the University: Implications for Fostering Writers' Lifelong Learning and Agency*, [forthcoming from the Center for Engaged Learning Open Access Book Series](#), showcases some of this related emerging research.

Given what higher education now knows about writing transfer and given the new scholarship emerging on writing beyond the university, we invite other scholars to join these conversations by examining:

- What writing is composed in contexts beyond the university? What writing are alumni encountering? How is writing perceived, valued, and conceptualized by stakeholders in these contexts?
- How are writers' developing professional identities, subjectivities, and practices informed by writing experiences *in* academic contexts—contexts both within writing courses and programs and in courses/programs outside of writing studies—that give writers opportunities to focus on transitions to contexts *beyond* the university?

- What habits of mind and dispositions facilitate writers' abilities to adjust and respond to new rhetorical situations for writing?
- How do campus experiences, internships, or pedagogies like work-integrated learning influence writers' practices in contexts beyond the university?
- What does a writer's lifespan look like—how is it defined, described, experienced—across different and changing contexts? How can educators and administrators help students prepare for lifewide writing?
- How might universities build writers' capacities for writing, in and beyond the university—as well as writers' appreciation for their own agency based on their prior knowledge and experiences?
- How can writing education—that takes into account the complicated pathways writers take through higher education, identity/cultural influences, and prior/concurrent writing experiences beyond the university—more equitably prepare students for their writing lives after graduation?

Previous Center for Engaged Learning Research Seminar and Conference Topics

We also invite scholars and practitioners studying the following engaged learning topics to submit proposals that extend our previous conference conversations on:

- Capstone or Culminating Experiences
- Global Learning, Study Abroad, and Off-Campus Domestic Study
- Mentored Undergraduate Research
- Residential/Living Learning Communities
- Teaching Democratic Thinking
- Transfer of Writing Knowledge and Practices

Cross-Cutting Questions about Engaged Learning

In addition, we invite proposals that share research on cross-cutting questions about engaged learning, including but not limited to:

- Scaling up access to engaged learning experiences
- Attending to diversity, inclusion, and equity across high-impact practices
- Supporting students' integration of learning across multiple high-impact practices for engaged learning

Proposal Guidelines

To submit a proposal, provide the following information [through the online submission form](#) **by March 1, 2022:**

- Name, professional title, and contact information for all participants
- Presentation title
- Abstract identifying the focus of your research, its significance in relation to the extant literature, and its connection to one of the conference themes

- Maximum word count for poster, Ignite, and individual presentation proposals: 300 words.
- Maximum word count for panel presentations and workshop proposals: 500 words.

Presentation types

- **Poster Presentation**
Posters offer visual conversation starters about completed research or work-in-progress.
(Presented during a 60-minute poster session & reception)
- **Ignite Presentation**
Ignite presentations use 20 slides that automatically advance every 15 seconds, resulting in a 5 minute presentation. Ignite presentations are an ideal way to share work-in-progress to spark conversation or to share research-informed practices to foster engaged learning. Ignite presentations will be combined during a 60-minute session, with time for Q & A for all speakers at the end of the session.
(5 minutes, plus Q & A during a 60-minute session)
- **Individual Presentation**
Short, interactive presentations by one or two speakers, sharing and discussing research.
(30 minutes total, with at least 10 minutes for discussion and Q & A; 2 individual presentations will be grouped for a 60-minute time slot)
- **Panel Presentation**
Longer, interactive group presentations by three or more speakers, sharing and discussing related research projects/findings.
(60 minutes total, with at least 10-15 minutes for discussion included in the 60 minutes)
- **Pre-Conference Workshop**
Extended workshops by three or more facilitators, sharing strategies for implementing evidence-/research-informed practices. Pre-conference workshops should be highly interactive. Proposals should indicate what learning outcomes the workshop will support and how facilitators will engage participants in interactive activities throughout the extended time.
(3 hours total, with a 15-minute break)
- **Concurrent Session Workshop**
Workshops by three or more facilitators, sharing strategies for implementing evidence-/research-informed practices. Proposals should indicate what learning outcomes the workshop will support and how facilitators will engage participants in interactive activities. (60 minutes)

Proposals are due by Tuesday, March 1, 2022.

Following a double-blind peer review, we will send decision notifications by April 4, 2022.