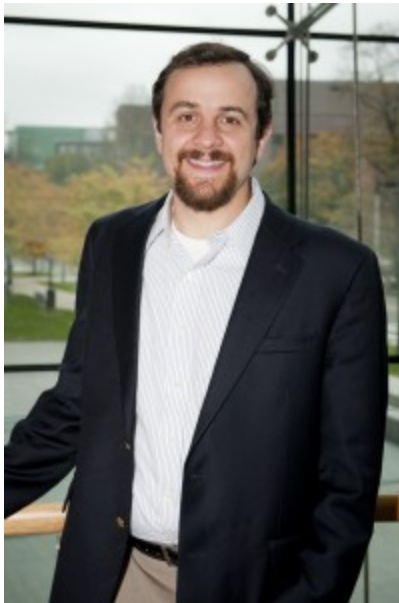


**New England Faculty Development Consortium Fall Conference  
New England Institute of Technology, East Greenwich, RI  
Friday November 13, 2015**

**Reclaiming Innovation:  
Promoting Student Ownership of Learning through Social Media**

**Call for Proposals  
Deadline: August 21, 2015**

Helping students become effective networked learners begins by thinking carefully about where we conduct our online learning. Most online learning in higher education takes place in Learning Management Systems (LMS) such as Canvas, Moodle or Blackboard. While an LMS offers certain advantages for scaling standard experiences, these spaces are homogenized, transient and disempowering. As Jim Groom and Brian Lamb argue in "[Reclaiming Innovation](#)," their critique of learning management systems, the fundamental problem is that learning management systems are ultimately about serving the needs of institutions, not individual students.



In this presentation, we'll explore alternatives to learning management systems and the benefits of giving students control over the means of their intellectual production. We will examine a case study of T509- Massive: The Future of Learning at Scale, a course at the Harvard Graduate School of Education that examined a variety of large-scale learning environments with many learners and few instructors. The course design was inspired by the values of other educators who have congregated under the banner of [Connectivist](#) or [Connected Courses](#). In these kinds of courses, *how* students learn is as important as *what* students learn. An explicit goal is for students to learn to build networks of learning resources — people, readings, websites and communities—that can help them continue learning in a domain long after a course ends.

Justin Reich is an educational researcher interested in the future of learning in a networked world. He is the Richard L. Menschel HarvardX Research Fellow, based in the Office of the President and Provost at Harvard University, exploring the possibilities and limits of online learning through the HarvardX platform. He is also a Fellow at the Berkman Center for Internet and Society, a Lecturer at the Harvard Graduate School of Education, and a lecturer in the Scheller Teacher Education Program at MIT. Justin is the co-founder of EdTechTeacher, a professional learning consultancy devoted to helping teachers leverage technology to create student-centered, inquiry-based learning environments. He earned his doctorate from

Harvard University, where he led the Distributed Collaborative Learning Communities project, a Hewlett Foundation funded initiative to examine how social media are used in K-12 classrooms. He writes the EdTechResearcher blog for Education Week, and his writings have appeared in The New Yorker, The Atlantic, Educational Researcher, the Washington Post, Inside Higher Ed, the Christian Science Monitor and other publications. Justin started his career teaching wilderness medicine, and later taught high school world history and history electives, and coached wrestling and outdoor activities.

The NEFDC welcomes proposals for hands-on workshops, interactive presentations, panel discussions, teaching tips and poster sessions related to innovative programming that reflects student-centered pedagogy and documents our approaches to successful learning outcomes for engaged learning.

Topics might include, but are not limited to:

- Integration of social media in and out of the classroom
- Promoting student ownership of learning
- Best practices in online, blended and web-enhanced teaching
- Evaluating teaching & assessing student outcomes with new technologies & pedagogical techniques
- Collaborative, interdisciplinary and/or engaged learning

## Guidelines for Session Proposals

When writing a proposal for a session to the conference, please keep the following criteria in mind. These criteria will be used by the Conference Committee to select sessions for the conference, and you will receive feedback on your proposal based on these criteria.

- 1. Models Effective Teaching:** As much as possible, we prefer sessions that model effective teaching. If you are advising people to use technology, use that technology to show us. If you are advising the use of active learning, be sure to tell us how you will use it in your session.
- 2. Achieves Stated Outcomes:** In line with our interest in modeling effective teaching, we also want to model achievable learning outcomes. Please be realistic about what your participants and you will achieve in your session.
- 3. Demonstrates Scholarly Teaching:** Where possible, include references to scholarship that you believe supports the topic of the proposed session. Sometimes all you will have (and need) is your own experience, but if you can provide bolstering references, please do.

**4. Enlarges upon Conference Theme:** When developing a session, keep the conference theme in mind and work to connect the session to it in some way. Sessions that significantly enlarge upon or illustrate the conference theme will be more appealing to the Conference Committee.

**5. Provides Value:** Always keep in mind the value of your session to the participants. What will they take away from the session? What will they be able to use in their own practice?

**6. Adheres to Word Count:** In order to judge proposals fairly, we ask that you stay under the requested word count (see guidelines). Proposals that go over the requested number of words may be returned to the submitter for revision.

Submissions will be accepted after July 15. The proposal form and contact information will be posted by July 1.

Sincerely,

Dakin Burdick, President, NEFDC

Eric Matte, Proposal Chair