

# How to Turn your Term Paper into a Conference Proposal: Conference Proposal Writing Workshop

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# 1. Choosing your conference

- Does it fit within your theme of study?
- Is it doable to travel to?
- What are the costs involved?
- Is funding available?
- Go with peers! It's fun that way.



## 2. What to write for your abstract

- Based on work you have done, are working on, or a new piece you know you will have done in that time frame
- Could be a paper you did for a course, a literature review, a research study, a philosophical meandering, your MRP or dissertation topic.
- Limited amount of words...typically 100-300 words, depending on the CFP (call for proposals).
- If you have presented the same paper at a previous conference, try to bring something new to this one! Have you changed your thinking, learned something new?

# Upcoming Conferences

- OISE Graduate Student Research Conference: March 29-30, 2019
  - OISE/UT; Toronto, Ontario
  - Deadline: December 21<sup>st</sup>, 2018
  
- Provoking Curriculum 2019: March 15 - 17, 2019
  - University of Regina; Regina, Saskatchewan
  - Deadline: January 10, 2019
  
- YGSE Graduate Student Conference in Education: TBD
  - York University; Toronto, ON
  - Deadline: TBD



# Plan Ahead:

## Major Educational Conferences

- CSSE @ Congress for the Social Sciences and Humanities
  - CSSE (Canadian Society for the Study of Education)
  - Location varies every year (June 1-5, 2019 - UBC)
  - Deadline: typically early October of each year
- AERA (American Educational Research Association)
  - Location varies every year (every 4 years in Canada!)
  - Deadline: typically in June/July of each year
  - 2019 Conference in Toronto (April 5-9, 2019)
    - Would be worthwhile attending

# Let's conference together!

- Name of Conference: The Rosa Bruno-Jofré Symposium in Education (RBJSE)
- Theme: Beyond Themes: Towards Interdisciplinary Approaches
- Dates: Feb 28 & Mar 1, 2019
- At Queen's University in Kingston, ON
- Check out their people directory:  
<https://educ.queensu.ca/people>



# Follow the CFP: Queen's 2019

- Submissions should be in the form of a 300 word (maximum) abstract that adheres to APA format guidelines. Abstracts should be fully edited and include the following five sections:
  1. Purpose/Introduction
  2. Literature Review/Context
  3. Methodology/Techniques
  4. Results/Desired Outcomes
  5. Discussions/ Potential Conclusions

# Submit Prior to the Deadline

- Start writing it now, share with peers, edit, and submit.
- Deadline: **December 14, 2018**, by midnight
- <https://tinyurl.com/RBJSE2019>



# Types of Presentations

- Roundtable Presentation
  - To receive feedback on work in progress
  - 25 minutes
- Poster Presentation
  - Visual interactive format
  - Works in progress or completed projects
- Paper Presentation
  - Present data or academic findings from a polished, more complete or finished paper, or a work in progress that potentially includes data
  - Philosophical, historical, and literature based papers ok
  - 15 -20 minutes
- Alternative Presentation
  - To present academic work in a creative way (poetry, art, talking circle)

# Example 1 – 200 word max

- *Recasting Mindfulness-based Practices as a Spatial Model of Socially Situated Literacy: Meditation and Yoga Teachers in Chile, Canada, and India*
- **In order to query** mindfulness-based practices as a type of literacy (Soloway, 2015), this paper **explores results** from a nine-month **ethnographic study** with eleven meditation and yoga teachers in three large urban centers in Chile, Canada, and India. **I reconceptualize** interior, individualized notions of mindfulness-based practices as a spatial model of literacy, which furthers Street's (1984) two models of literacy - autonomous and ideological. Through an exploration of participants' thoughts and actions, **this study gestures toward** a spatial model of literacy, where skills or abilities to 'read' both self and others anew with each engagement, without judgment or criticism, create new possibilities with self and others. **To conclude**, I query pedagogical implications of educators' understanding of spatial literacy and the inextricable interconnectivity with others, both in the classroom and in community. **I posit** becoming spatially literate cultivates wisdom and capacity for a future in turbulent and challenging educational contexts.
- Author: Stacey Bliss



## Example 2 – 300 words

○ *A (de)Colonizing Autobiography: Reflections about Teaching on Inuit Land*

○ *There exists an array of competences* that a non-Inuit educator needs to keep in mind: from understanding of cultural differences to knowledge of the historical and present day relationship between Inuit and non-Inuit (Berger, 2007). Berger states “good intentions will not be enough to save the Qallunaat teacher from making potentially damaging cultural blunders, using ineffective pedagogy, and teaching students away from their culture” (Berger, 2007, p. 1). I have been guilty of all three. However, I was and am committed to reflection, learning, growing and moving beyond “good intentions” (Berger, 2007, p. 1). Part of that commitment is *writing a decolonizing autobiography* (Haig-Brown, 2009). This essay contains excerpts of memories from six years of living and working in Iqaluit, Nunavut. *For this paper*, I wanted to keep in the forefront of my mind the ideas of reflexivity, history, and the importance of land and Aboriginal peoples. One quote encompassed the central elements of my decolonizing process: *I had* “...interpreted [my] observations from [my] own cultural stance, resulting in skewed perception of what [I was] trying to understand” (Kovach, 2009, p. 28). As “colonial relationships persist inside institutional centres” (Kovach, 2009, p. 28), such as education, *I had to come to understand* and acknowledge my role in the colonialism story. I was taught how to teach from a Western perspective, I grew up with a Western “worldview” (Wilshire, 2006, p. 261) and therefore coming from a colonized place (Kovach, 2009). *I realize that this* is just the beginning and that I must continue this process of decolonizing my mind and heart (Kovach, 2009). *I hope this essay maybe be helpful* to other non-Inuit educators who are in my position and help them in not only understanding their own experiences, but act as a starting point to begin their own decolonizing process.

○ Author – Josefina Rueter Veiga

Let's Write and Submit to Queen's...  
Before the Snow Flies...  
Dec 14 before midnight!

