

GUIDELINES

for Preparing a Workshop Proposal



OAEA invites YOU to share your expertise, face-to-face, with visual arts and media arts educators who are committed to OAEA's mission to "provide leadership in the development and support of visual arts and media arts education in the province of Ontario."

Designed by colleagues, for colleagues, the OAEA Conference offers a breadth and depth of professional learning opportunities to inform, inspire, and prompt exemplary education practice, supported by timely and practical research. All session proposals are thoroughly adjudicated by a panel of OAEA members and the Conference Committee, using the evaluation criteria attached to these guidelines. To assure a range of viewpoints and diverse experiences, elementary, secondary, college/university, museum/gallery, and community **arts educators are encouraged to collaborate in developing proposals.**

Unlike previous conferences, **there is no over-arching theme for this 2018 event.** Instead, the OAEA Board and Conference Committee hope to elicit a broad spectrum of topics, issues, strategies, and opinions.

Go to the website indicated by the arrow to fill-in the required information and submit your proposal.

OAEA is looking for diverse and engaging proposals that...

- ▶ ***Emphasize student-centred, inquiry- or project-based pedagogy, and are supported by classroom practice and/or research evidence;***
- ▶ ***Inspire leadership and cooperation among arts educators and/or students;***
- ▶ ***Provoke meaningful debate and dialogue about current issues and directions that define visual and media arts education;***
- ▶ ***Showcase strategies for designing curriculum and assessment that supports Ontario guidelines;***
- ▶ ***Present diverse perspectives in response to timely trends and practices in contemporary visual, media & popular culture.***

BASIC INFORMATION

PRESENTER DETAILS

Before adding a co-presenter to your proposal, verify their willingness to be included. Presenters and co-presenters may not be added or changed after the deadline date for submissions.

You may submit multiple presentation proposals for review. However, no one will be accepted for more than two presentations as principal presenter and no more than two presentations as co-presenter.

CONFERENCE DATES & LOCATION

April 13 & 14, 2018 | Hamilton, ON

CONFERENCE PARTICIPATION

All accepted workshop presenters are welcomed and indeed encouraged to attend other colleague's workshop sessions, during that day, and to take full advantage of conference activities and amenities **FREE** of charge. When choosing other's workshops, apart from your own, **you'll be able to register on the conference website as a PRESENTER.**

REFERENCES

First-time presenters and self-employed artists are requested to submit a current résumé or CV.

SUBMISSION DEADLINE | WEBSITE

Friday, November 17, 2017 (@ 11:59PM)

WORKSHOP PROPOSALS: [Click Here](#)



OAEA's Conference Committee will review workshop submissions in a timely manner. Accepted presenters will be notified via email in early December, 2017. Requests for additional information about a workshop description/content will occur before it's accepted.

CONTRACTS

Workshop presenters will be asked to sign a contract to acknowledge their acceptance of the terms and conditions of these guidelines. The contract will be emailed with your acceptance. A copy of the contract must be returned to the OAEA Conference Committee no later than two months prior to the conference.

WRITING THE PROPOSAL

Your proposal must include a number of components which are listed here. Use this checklist to organize the details required to compile your workshop proposal. Carefully consider the four components that will be used by peer reviewers to assess your presentation (See the attached rubric). Also, pay close attention to the tips following the checklist. PLEASE NOTE: All sections must be completed as instructed to ensure that your presentation is reviewed. **See the SAMPLE WORKSHOP PROPOSAL on page 5.**

Title (80 character limit)

Presentation Description (400 character limit)

Provide a concise and accurate description of the workshop, considering that the content will be used in the conference website. Use the active voice: discuss, learn, share, explore, etc.

Statement of Purpose, Outcomes & Organization of Content (2,000 character limit)

State the purpose—your intention or goal—of the presentation and the anticipated outcomes—details of what those attending can expect from the presentation. Decide on a workshop FORMAT (See page 3). Describe the content to be presented in a well-organized manner, with a clear outline of the presentation. Include examples that provide supporting evidence for the subject matter being presented.

Relevance of Your Topic | Focus: Include details about how the topic is relevant and makes a timely contribution to visual arts or media arts education issues and trends in the DIVISION and FOCUS you've chosen (See page 3).

Brief Biography (200 character limit)

Please include a short description of your education, position title, and professional affiliations, including school board, post-secondary or independent | private school or other institution (e.g. gallery or community arts organization), as well as any recent accomplishments. **See the SAMPLE WORKSHOP PROPOSAL on page 5.**

Space Requirements

Indicate your preference for one of the following: (a) traditional classroom; (b) room with sinks; (c) computer lab [will be LIMITED]; or (d) open space.

Instructional Media

Indicate your need for any of the following: (a) LCD projector; (b) projection screen; (c) CD/DVD player. **See the INSTRUCTIONAL MEDIA details on page 4.**

PRESENTATION TIPS

The annual OAEA Conference brings together elementary and secondary teachers, resource teachers and consultants, preservice students, college and university professors, art gallery | museum educators, and community teaching artists in order to build community and generate unique insights about issues, research, and practices affecting visual arts and media arts education.

Workshops proposed for review should encourage dialogue and debate about current and emerging issues and trends that contribute to advancing visual and media arts education. Proposals should be inclusive of diverse professional communities and provide a safe and supportive environment for all points of view. Successful proposals will manifest sessions that are interactive and encourage discussion, reaction, and creative problem solving.

Please avoid the following in your proposal submission:

- ▶ Using all capitals letters, quotation marks or other unusual symbols in your title or description.
- ▶ Identifying presenter or co-presenter names and/or institutions by name within your presentation title or description; this assures anonymity during the peer review process.

PREVIEW & REVIEW

Before and after drafting your presentation proposal, look carefully at the criteria reviewers will use to evaluate your proposal. Proofread your proposal and be certain it’s complete according to instructions before submitting.

CONFERENCE THEME

This year’s OAEA Conference has no over-arching theme or narrative focus, in order to keep the event as wide-open and inclusive as possible, pertaining to Visual Arts, Media Arts, and integrated curriculum and instruction. Perhaps the only “non-theme” or organizing principle is “positive change” and “moving visual arts education forward.” Based on recent survey feedback from OAEA members, a few of the more pressing issues that colleagues have identified include practical assessment and evaluation strategies; effective strategies for teaching/integrating art history; working with new media; and including Indigenous voices and content in curriculum.

DIVISIONS & FOCUS AREAS

Workshop DIVISIONS are **Primary, Junior, Intermediate, Senior, College/University Connections, and Gallery/Museum Connections**. Select one or as many divisions that may apply to your workshop’s content.

Workshop FOCUS areas are (a) **research**, (b) **leadership & advocacy**, (c) **professional support** (e.g. *visual/media arts knowledge, skills, forms or processes*), or (d) **instructional practice**.

WORKSHOP FORMATS

Workshop FORMATS are...

- (1) **Flash Learning:** Fast-paced sessions that introduce varying viewpoints and experiences related to a general topic. Two or three speakers will present on the same topic using a strict format that includes fifteen minutes to present each perspective/experience using 5 -10 Power Point slides.
TIME: 50 Minutes
- (2) **Art/Ed Talk:** Presentation of a professional paper or project about questions and findings from current research studies, followed by Q & A.
TIME:: 50 Minutes
- (3) **Instructional Practice:** Demonstrates student-centred pedagogy, project- or inquiry-based instruction, supported by research and practical evidence.
TIME:: 50 Minutes
- (4) **Studio Workshop:** In-depth exploration of ideas, forms, and processes in the creation of studio work. Proposal must include a description of what participants will create.
TIME:: 110 minutes
- (5) **Curriculum Clinic:** Visual & Media Arts program and instructional expertise offered one-to-one to assist colleagues with curriculum questions or learning challenges they may have. Drop-in format.
TIME:: 15 to 20 minutes

PROPOSAL REVIEW PROCESS

All proposals are evaluated using a blind, peer review process by the OAEA Conference Committee and selected members with substantial visual or media arts education expertise. Each proposal receives three reviews that are averaged for a final score. Proposals are rated on a score of 4 (high) to 1 (low), according to the following criteria:

Statement of Purpose and Outcomes

Is the purpose clearly stated and are anticipated outcomes well-defined?

4	3	2	1
Precise statement of purpose and detailed description of anticipated outcomes.	Competent statement of purpose, with some mention of anticipated outcomes.	Adequate description of purpose but little indication of outcomes.	Vague description of purpose and no reference to outcomes.

Organization of Content

Is the session well organized, with a clear outline of the content to be presented, using examples as supporting evidence? Has an appropriate format been identified?

4	3	2	1
Coherent organization of content, with well-documented examples used as supporting evidence. Chosen format is highly appropriate.	Sensible organization of content, with helpful examples used as supporting evidence. Chosen format is relevant.	Adequate organization of content but lacks sound supporting examples. Chosen format is safe.	Poor organization of content, with no supporting examples. Chosen format is questionable.

Relevance of Topic | Focus

Does the topic make a relevant and timely contribution to issues and trends in visual or media arts education in the chosen Division or Area of Focus?

4	3	2	1
Highly relevant and timely contribution with potential to create widespread interest.	Reasonably relevant and somewhat timely contribution with potential to create interest.	Low relevance, lacking currency, and likely to only generate marginal interest.	Lacks relevance and unlikely to attract interest.

Impact on Practice

Does the proposal promote best practices and offer enriched opportunities for professional learning?

4	3	2	1
Exceptional model of best practices and highly likely to influence professional learning and growth.	Good example of best practices and likely to encourage professional learning and growth.	Acceptable contribution to best practices and may have marginal impact on professional growth.	Poor explanation of best practices and unlikely to have an impact on professional growth.

OTHER LOGISTICS

EXPENSES

Presenters may claim up to \$40.00 Canadian in expenses for art materials required for their workshop and/or any handout duplication costs. Only actual store receipts or school invoices, dated and signed, will be accepted as proof of purchase; no personal invoices. The conference treasurer must receive receipts no later than 1 month following the conference. If a specific workshop requires expensive materials, the presenter will have to find another means to defray these costs.

HANDOUTS & DELEGATE MATERIALS

Handouts or delegate materials should support all workshops. Presenters are responsible for duplicating and providing enough handouts for their session. Presenter permission will be obtained, on the “Call for Workshop Proposals,” to share your workshop learning materials on OAEA’s website, **following the conference**. A copy of your workshop materials should be emailed to conference organizers either before or immediately following the event.

Presenters are responsible for providing all art making materials. The OAEA Conference Committee cannot provide consumable materials or tools (e.g. scissors or paint-brushes) for workshops. The availability of larger equipment such as printmaking presses or computers can be negotiated with conference organizers. See the above “Expenses” section for assistance with covering or defraying costs of some materials.

INSTRUCTIONAL MEDIA

Presenters must indicate instructional media equipment requirements in their workshop proposal. **Workshop presenters must supply their own laptops (Apple users must supply a VGA adapter) for running Powerpoint, Keynote or other audio-visual software.** The conference organizers cannot guarantee any last-minute requests for equipment. **Presenters who bring their own IT equipment assume personal responsibility for anything that is lost or damaged during the conference.** The Ontario Art Education Association Board, the OAEA Conference

Committee, and the hosting institution cannot be held liable for any damage to or loss of personal materials or equipment. ***A media support specialist will be on-hand during the conference to trouble-shoot.***

WORKSHOP CANCELLATION

The OAEA Conference Committee reserves the right to cancel workshop sessions with low enrolment, prior to the conference. Once your workshop proposal has been accepted, the Conference Committee will confirm your session enrolment numbers some **10 - 14 days prior** to the actual conference. If delegate numbers are deemed too low, it is possible that your workshop may be cancelled to relieve you from preparing a presentation for only a few participants.

FINAL CHECK

BEFORE YOU SUBMIT...

- ▶ Be certain there are no identifying names or institutions included in your session description or title.
- ▶ Review all components carefully to be sure all required information is present and complete.
- ▶ Consider which focus and workshop format best suits your presentation.
- ▶ Take another look at the criteria reviewers will use to evaluate your proposal and be certain you have provided content to fully address each criterion.

Congratulations! You're ready to submit your proposal.

- ▶ **[Click Here](#)** to fill-out and submit your on-line proposal.

SAMPLE WORKSHOP PROPOSAL

Ready, Set, Create! Spectacular Lesson Starters for Senior Elementary Learners

This instructional practices workshop will focus on senior elementary level visual arts lesson starters (Minds On actions) that your students will love. These ideas can be used as either stand-alone or unit-connected activities to introduce a concept, stimulate imaginations, or investigate a new medium — all as beginning stages in the Creative Process. How to integrate art history/visual culture examples will also be demonstrated. These starters can also be modified for grades 9 & 10 students. Participants can adapt and/or adopt these strategies for their own purposes and immediately implement them. A substantial resource package will be distributed.

DIVISION: Intermediate **FOCUS & FORMAT: Instructional Practice**

SPACE: Traditional Classroom **MEDIA SUPPORT: LCD Projector**

Mavis Davis is a grade 7/8 teacher at Sanford Elementary School, Ontario DSB. She also teaches the Visual Arts Part 1 Additional Qualification course for Western University and sits on the board of a local public art gallery.

The purpose of this best practices workshop is to share senior elementary level lesson starters (Minds On actions) that will motivate initial learning and can be modified for other levels, including secondary grades 9 & 10. Participants will be able to easily and immediately adopt and/or adapt these lesson starters for their own classroom purposes. This session addresses a need for imagination-sparking, engaging, and novel Minds On visual arts/design activities that uncover unit content, art skills acquisition, show how subjects are integrated, and act as brief forays into inquiry-based learning. During this session, a PowerPoint presentation will show examples of various lesson starters and how they can be applied to different levels. Sample Minds On actions will also be demonstrated and played out. Strategies for incorporating art history/visual culture examples will also be highlighted. Time for questions and discussion will be available throughout the session. Delegates will also receive a substantial resource package. The ideas that attendees will gain in this workshop will help to expand their instructional toolbox and make a direct impact on their art education practice.