Innovating Every Day: Moving Beyond COVID-19

The 2022 Virtual Canadian Network for Innovation in Education (CNIE) Conference
May 2 through 4, 2022
Held Online, Hosted by Concordia University

Extended Deadline for submission: February 4, 2022

Educators, researchers, and organizational stakeholders have actively collaborated to rapidly embrace the digital transformation of education due to the unexpected outbreak of the COVID-19.

As we enter a third year living with COVID-19, it is crucial to reflect the past transformation in delivering schooling to recognize the successful innovations driving solutions and change. We should also explore innovations that address ongoing and new challenges such as inequities in education, learning losses during the pandemic, and advances in the digital transformation and education systems.

At the 2022 Virtual Canadian Network for Innovation in Education Conference, we continue to explore both types of innovation: The innovation demanded immediately by the current phase of COVID-19 pandemic and the broader systemic changes arising from digital transformation.

We invite professionals supporting the educational missions of post-secondary organizations, K-12 systems, continuing education, professional development, and workplace training to share reports about both types of innovation: in the here-and-now and for the long-run, both of which are the essence of innovating every day.

Note to prospective presenters: Because of the ongoing uncertainties resulting from the pandemic, mixed feelings about travelling and meeting in large groups, and a concern to limit our carbon footprint, CNIE has decided to hold a virtual conference in 2022.

Conference Streams

We specifically seek innovative practices in these areas, which align with the conference streams:

Stream	About the Stream
Learning architecture	Learning architecture refers to the design of curricula and integrated learning and communication efforts to support learners in achieving important goals. ▪ In some learning contexts, such as post-secondary education, K-12 education, and continuing education, learning architecture primarily focuses on design of curricula and incorporates such approaches as outcomes-based learning and learning supports. ▪ In other learning contexts, such as professional

	development and workplace training, learning architecture focuses on the integration of instruction, information, resources, and other tools to support learners in achieving goals. Some refer to this as performance support.
	▪ In all contexts, learning architecture considers the use of Open Educational Resources (OER), that is, materials available to use and modify by faculty and students without a licensing fee or the purchase of textbooks.
Learning experience design	Learning experience design represents the latest approach among practicing professionals to the design of instructional experiences. Sometimes called detailed design, learning experience design incorporates the best of: ▪ Instructional design (the engineering of instructional experiences to facilitate learning) ▪ User experience design (taking care during these sequences to ensure the comprehension and comfort of learners) Although the concept has gained popularity among those who design instructional materials for use in asynchronous online learning, the concepts apply more broadly. Among the practices that make learning experiences accessible are those that employ Open Educational Resources.
Evidence-based practices in teaching	Evidence-based practice in teaching employs the scholarship of teaching and learning, which empirically studies disciplinary and generalized approaches to teaching particular subjects in classroom settings and shares the resulting conclusions in an effort to strengthen teaching.
Institutional technology	Institutional technology refers to the many classes of technology used to design, develop, deliver, and evaluate instruction, as well as manage educational operations. These technologies include: ▪ Software for designing and developing instructional materials ▪ Software for broadcasting over the web and producing complex online learning sequences ▪ Classroom-related hardware and software, such as lecture-capture software, classroom response systems, and other technologies intended to strengthen the face-to-face class experience ▪ Software for managing broader educational activities, from tracking individual students through a program

	and enrollments in individual courses, to artificial intelligence that flags students at risk
	▪ Organization-wide technology, which manages operations other than teaching and learning
Partnering with faculty and administration	Central to the success of educational professionals who support the missions of their institutions are their partnerships with faculty and administration. These partners are often responsible for implementing the innovations that educational professionals propose and design. But because of differences in roles and priorities, these partnerships pose practical challenges in promoting innovation in education.

Types of Sessions

The conference offers a variety of presentations to inform and engage participants.	
Pre-conference workshops (3.5 hours, including a break)	Preconference workshops will be held Sunday, May 1, from 1 to 4:30 p.m. (EDT). Builds participants' skills with technology, teaching, or design practices firsthand. Proposals should describe the skill(s) to be taught and the activities and experiences facilitators will employ so participants can practice and receive feedback on those skills. Also indicate whether participants need to bring a device (such as smartphone or laptop) to the session. Presenters are responsible for providing any additional technologies needed to ensure an engaging hands-on experience. **What you need to submit**: The proposal system will prompt you to provide the following information about your proposed workshop: ▪ Description ▪ Learning objectives ▪ Session plan (provide details of how time will be spent, how material will be presented and, briefly, how activities that build and practice skills will unfold) ▪ Should participants bring a device to the session? Y/N
Research presentation (15 minutes + conversation)	Presents an empirical or theoretical research study that was performed under an ethics certificate. The presentation should introduce the study and provide a literature review (including the theoretical orientation), methodology, results, and conclusions. May be scheduled for one of these formats: ▪ Cracker Barrel, in which you present the paper interactively to a group of participants, then discuss it for a period. At the end of the period, the participants move to other tables and a new group hears your presentation.

	▪ Short presentation. A 20-minute formal presentation to an audience for 15 minutes, followed by 5 minutes of discussion. Decisions about presentation formats made by the Program Committee. **What you need to submit**: The proposal system will prompt you to provide the following information about your proposed presentation: ▪ Rationale for the study ▪ Research questions ▪ Methodology (including information about approval by a research ethics committee) ▪ Results ▪ Conclusions ▪ References (not included in the word count) Research proposals are limited to 500 words maximum.
Innovative teaching, technology, or design technique (15 minutes + conversation)	Presents an innovative technique for teaching, use of technology, or designing instruction, or some other task in administering an educational organization and that has been successfully applied in two or more situations. The presentation should describe the innovation, characterize the type of innovation (teaching, design, other); describe how it works; explain how to apply it and challenges that might arise; and share results of its use in practice. May be scheduled for one of these formats: ▪ Cracker Barrel ▪ Short presentation Decisions about presentation formats made by the Program Committee. **What you need to submit**: The proposal system will prompt you to provide the following information about your proposed presentation: ▪ Name of the innovation addressed by the proposed presentation ▪ Type of innovation (teaching, technology, design, other) ▪ How the innovation works ▪ How to apply the technique ▪ Challenges that might arise when using the technique ▪ Results from at least two applications of the innovation Innovative techniques proposals are limited to 500 words maximum.
Case study in innovation (15 minutes + conversation)	Presents an in-depth case of innovation that occurred in one situation. The presentation should describe the background, the problem addressed by the case; the solution devised; the process for devising the solution; and results of its application in practice. May be scheduled for one of these formats: ▪ Cracker Barrel ▪ Short presentation Decisions about presentation formats made by the Program Committee.

	What you need to submit: The proposal system will prompt you to provide the following information about your proposed case study: ▪ Name of the case ▪ Focus of the case (teaching, technology, design, other) ▪ Background ▪ Problem addressed by the case ▪ Solution devised ▪ Process for developing the solution ▪ Results of its application in process ▪ How to apply the technique ▪ Challenges that might arise when using the technique ▪ Results from at least two applications of the innovation Proposals for case studies are limited to 500 words maximum.
Hands-on workshop (1 hour)	Builds participants' skills with technology, teaching, or design practices firsthand. Proposals for these 45-minute workshops should describe the skill(s) to be taught, and the activities and experiences facilitators will employ so participants can practice and receive feedback. Also indicate whether participants need to bring a device (such as smartphone or laptop) to the session. Presenters are responsible for providing any additional technologies needed to ensure an engaging hands-on experience. **What you need to submit**: The proposal system will prompt you to provide the following information about your proposed workshop: ▪ Description ▪ Learning objectives ▪ Session plan (provide details of how time will be spent, how material will be presented and, briefly, how activities that build and practice skills will unfold) ▪ Should participants bring a device to the session? Y/N
Innovative topic discussion (1 hour)	Explores a complex or controversial topic in educational innovation through a combination of formal presentations (to inform participants as well as ensure they have a common basis for discussion) and informed discussion. Proposals should include a session plan that explains how the proposed session balances the two activities—informing and discussing. **What you need to submit**: The proposal system will prompt you to provide the following information about your proposed discussion: ▪ Description ▪ Learning objectives ▪ Session plan that explains how the proposed session balances the two activities—informing and discussing

Selection Criteria

All submitted proposals are reviewed and evaluated by CNIE for conformance to submission requirements. Those that do conform will be distributed to peer reviewers, who use the following criteria:

- Alignment of the topic with the objectives and audience of the conference
- Workshops (both pre- and hands-on): Anticipated likelihood that the workshop will successfully develop the skills identified in the objectives as demonstrated through the clarity of objectives, use of time, and mix of presentation and practice.
- Research proposals: clarity of the research purpose and question; alignment with the current literature, clarity and appropriateness of methods; clarity of results and their alignment with research questions; relevance of conclusions and their impact on participants
- Innovative techniques and cases: Likelihood that participants could adopt the techniques if needed, as demonstrated by clarity of the description and applications; and evidence of success.
- Innovative topic discussions: Likelihood that the discussion will benefit participants, as demonstrated by the clarity of the description, including the explanation of the use of time, background information to be presented, and the nature of the proposed discussion.

> **Note:** Sessions are for exploring ideas, not promoting products. Although sessions at a conference that explores educational technology will, by nature, include sessions that discuss particular classes and brands of products and services, the sessions should focus exclusively on the applications and uses of these products, and may not implicitly—and definitely not explicitly—sell these or other products and services. Those interested in marketing to our participants may explore a conference sponsorship.

Expectations of Presenters

- Register for the conference by 8 April 2022.
- Present your presentation during the conference.
- Respect our "no selling from the podium" policy. (See "Note" under criteria for evaluation.)

Submit Proposals Here

https://docs.google.com/forms/d/e/1FAIpQLSdDccZtE7bBuCiY31GFX0taTTO5WJY5V8-eA0pF3G5uHB-KrA/viewform?usp=sf_link

Important Dates

Call for Proposals Published	1 December 2021
Submission System Opens	1 December 2021
Proposal Deadline	**4 February 2022**
Presenters Notified	No later than 18 February 2022

Registration Opens	10 January, 2022
Registration deadline	8 April, 2022
Sponsorship deadline	25 March 2022

About the Canadian Network for Innovation in Education (CNIE): An organization of professionals committed to excellence in the provision of innovation in education in Canada. Our inclusive culture welcomes all those interested in examining innovation in education from our K-12 systems, post-secondary organizations, private training and professional development and those involved in industry – our goal is to provide a space for dialogue, collaboration and innovation! Find more information about the CNIE at http://e.cnie-rcie.ca/.

For More Information

About the conference	cnie2022rcie@cnie-rcie.ca
About CNIE	cnie-rcie@cnie-rcie.ca