

Global Society of Online Literacy Educators

Second International Conference

Visions and Sites of Online Literacy Education

An online interactive conference hosted with/by Old Dominion University on January 25, 2019

Conference Web Site: <www.gsole.org/conference2019>

Proposal Submission Due Date: Oct. 1, 2018

Acceptance Notification: By Nov. 15, 2018

The Global Society of Online Literacy Educators (GSOLE) invites proposals for its second annual online international conference to be held on January 25, 2019.

Though online literacy education facilitates the crossing of physical boundaries and connecting at great distances (the 'G' in GSOLE), we recognize too that many approaches to literacy education are developed within local contexts. At these institutional sites, writing and reading professionals encounter a wide range of constraints and support for teaching online, as well as forms of support that may be, in fact, constraining. We welcome submissions that critically examine the institutional, professional, and technological frameworks shaping the work of online literacy educators, as well as submissions that identify ways and means that literacy professionals can help advance more sustainable, equitable, and effective environments for supporting each other and our online students.

Besides welcoming submissions treating the frameworks within which online literacy education occurs, we welcome submissions on other topics of interest for online literacy educators (see following page for topics of interest to GSOLE). Ever-morphing online media and ever-growing global connectivity present a number of unique social and educational challenges and opportunities for which online literacy educators—those who specialize in reading, alphabetic writing, and digital composition—are particularly well poised. We encourage both *experienced* online literacy educators and those *new* to these environments to submit proposals for presentations taking one of the forms described below.

Presentation Formats

Individual Paper Proposals: We welcome 15-minute academic papers treating a range of pedagogical, professional, and programmatic topics related to online literacy education. Participants whose proposals are accepted will be placed on panels clustered by topic. See below for topics of interest to GSOLE.

Individual Praxis Post(er)s: A Praxis Post(er) is a 5-minute prerecorded presentation demonstrating or examining a particular approach to a recurrent teaching scenario, issue, or topic encountered by online literacy educators, either in the virtual classroom or during online tutoring sessions. Participants whose proposals are accepted will be clustered with similarly themed presentations for an interactive Q & A session. *GSOLE will host a workshop on recording presentations that fit within the format (see below).*

Site Share Panels: In keeping with our interest in local frameworks for implementing online literacy education, we welcome panel proposals considering a range of programmatic issues, interests, and solutions from varied institutional or cross-institutional perspectives. Panels should include three to five presenters planning to speak no more than 40-minutes total. See more specific guidelines below.

Submission Guidelines

Submit proposals here: <<https://www.gsole.org/2019submissions.html>>

Proposals should be prepared for blind review, and therefore the authors' names and institutional affiliations should not appear within the presentation abstract. Where applicable, use anonymous descriptors to discuss institutional contexts and presenters (e.g., "large two-year college"; "English department at state university"; "WPA"; "adjunct faculty member"; etc.). Peer review will commence promptly after the submission deadline, and notifications will follow in November. *NOTE: Please no more than two proposals total; and if two, then they should be of different presentation formats.*

The proposal form asks prospective presenters for the following information:

- **The presentation's title.** For Site Share Panels, prepare one panel title; individual presenters within Site Share panels may have their own titles, which may appear in the abstract.
- **Each presenter's name and affiliation.** For Site Share panels, all presenters should be listed.
- **The type of presentation:** *Individual Paper, Praxis Post(er), or Site Share Panel*
- **The context of literacy education:** K-12, two-year college, university, tutoring, etc.
- **An abstract of the presentation:** The abstract should be no more than 2800 characters in length (approximately 400 words). *As noted above, the abstract should omit identifying information.*
- **A list of no more than five keywords.**

All presenters will be required to confirm GSOLE membership as part of accepting an invitation to present. See below for opportunities for financial support.

Presenter Support

Online Praxis Post(er) Workshop: In December, GSOLE will host one or more Praxis Post(er) workshops, depending upon interest. The workshop will cover design, development, and recording in popular visual presentation platforms, including *Voice-over-PowerPoint, Adobe Spark, and Prezi.*

Financial Support: A limited number of scholarships will be available to underrepresented groups, including participants and attendees from developing countries. If interested in applying for a scholarship, please e-mail <conferences.gsole@gmail.com> for additional information.

Topics of Interest

For other topics of interest to GSOLE members, please visit <www.gsole.org>

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| <ul style="list-style-type: none">• International online classes• First-year college writing• Program assessments• Course & assignment design• Open(ing) resources• Teacher & tutor training• Curricular considerations• Program sustainability• Two-year college contexts | <ul style="list-style-type: none">• Course and program accessibility• Online support applications• Integrated reading and writing• Teaching research writing• Integrating print sources online• Teaching visual literacy• Critical reading using discussions• Mobile classrooms• Real-time class discussions | <ul style="list-style-type: none">• Sharing feedback with students• Teaching digital composition• Teaching accessibility• Developing community in the LMS• Information literacy• Cultivating teacher presence• Course migration (onsite to online)• Communities of inquiry• Challenges of ALP |
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