



# Applying to be a Presenter at Learning2

*Information for educators interested in being a Learning2 Leader or PreCon Facilitator at a Learning2 Conference*

<b>Background</b>	<b>2</b>
<b>What is Learning2?</b>	<b>2</b>
<b>Presenter Options</b>	<b>2</b>
Learning2 Leader (L2L)	3
PreConference Facilitators	4
<b>The L2 Community Coaching Programme</b>	<b>4</b>
<b>Building Your Presentation Proposal</b>	<b>5</b>
The Key Components	5
Start with the “Why”	6
Session Title	6
Audience	6
Session Goals (the WHAT)	7
Session Outcomes (the HOW)	8
Adults as Learners	8
<b>Andragogy - the art of teaching adults</b>	<b>9</b>
<b>Being Impartial</b>	<b>10</b>
<b>FAQs</b>	<b>10</b>
What happens once my application is accepted?	10
What if the numbers are low for my sessions?	10
<b>The Application Process</b>	<b>11</b>
Application form	11
Deadline	11

# The Application Process

## Application form

L2 Europe 2020 will be hosted at the [Bavarian International School](#), Munich from March 19-21, 2020

If you have any questions, please email [carrie@learning2.org](mailto:carrie@learning2.org).

Application Form : <https://goo.gl/forms/reh4v8AOvK3KKIWO2>

## Deadline

Applications close **6. May 2019**

## Background

Thank you very much for your interest in becoming a presenter at Learning2. Presenting at a Learning2 conference can be a very rewarding and collaborative experience and is often the springboard into new personal learning networks and professional development leadership opportunities. The following provides information about applying to be either a Learning2 Leader or PreConference Facilitator at a Learning2 conference.

## What is Learning2?

Learning2 is a conference for educators by educators. Learning2 is run by a global team of international educators, who work closely with the hosting schools to develop a professional learning experience that highlights the latest innovative learning practices in the region.

Learning2 is an innovative, engaging and constantly evolving face-to-face conference with a focus on leveraging technology to support learning globally. Since its inception in 2007, Learning2 is considered to be one of the leading annual K-12 educational technology conferences in the Asia region. Due to its popularity, Learning2 is now run annually in Asia as well as Europe. We have also held two conferences in Africa and there is the potential to run in other regions. In 2015, Learning2 became a not-for-profit organization with the mission to *innovate social learning globally*. More on our story can be found [here](#).

We seek innovative, hands-on, active learning styled sessions that are developed specifically for Learning2 and pedagogically aligned with our founding principles, which are to create a conference experience that is new, fresh, and pushing the ideas of what a conference should be, and in doing so:

- create a conference experience that puts the participant first;
- understand that learning is a social act and make social a key part of the conference;
- create a conference that continues to change with the needs of participants;
- create a conference that is ever changing, takes risks, and uses technologies appropriately in the learning process.

## Presenter Options

The two key facilitator roles are our **Learning2Leaders (L2Ls)**, who join the L2Team as the 'face' of the conference, and the **PreConference Facilitators**, who run a one-day deep dive session prior to the main conference and attend the conference as participants.

Both the Extended Session, facilitated by the L2L, and the PreCon session, are dives into innovative practices that have practical relevance for our participants and are often underpinned by technology. Our sessions are typically led by international educators, either teachers or administrators, who are pushing the boundaries of education and recognised by their peers as innovators in their practice.

We strongly encourage applications from PreConference Facilitators who are 'local' and are able to leverage/showcase innovative practices and resources from the hosting school.

All participants, including PreConference Facilitators, are also invited to offer one hour teacher workshops and to lead unconference and job-alike sessions. Applications for these opportunities are offered once the participant is registered.

### Learning2 Leader (L2L)

Only single presenters will be accepted as Learning2 Leaders.

The L2L role is both demanding and rewarding. Our L2Ls are very visible throughout the conference and help our participants to develop and extend their professional learning networks. The L2Ls work closely with the L2Team to ensure that the conference meets the needs of the participants.

L2Ls:

- develop and facilitate an Extended Session (2.5 hours) which is generally broad-based in that it may be of interest to a wide range of participants

- offer a L2Talk
- provide a supporting roles in the unconference, student and teacher workshops through their attendance
- attend briefings and feedback sessions prior and during the conference

### **The Extended Session:**

- This is a 2.5 hour dive into an innovative practice or concept. Typically the session runs for 3 hours with a short break built in.
- The session is generally broad-based in that it may be of interest to a wide range of participants. (Please look at our line-up for Learning2 Asia and Learning2 Europe for ideas).
- The Extended Session is offered on the Friday in the morning and then again on the Saturday for a different set of participants.
- Each session size is generally up to 25 participants although at times some topics are very popular and we may discuss the potential for opening up to 40 participants with additional facilitation support.

### **The L2Talk:**

L2Ls are invited to offer a 3-5 minute L2Talk at one of the plenaries. This is often viewed as a professional highlight as this is professionally recorded, edited and uploaded to our Learning2 Channel on YouTube.

Learning2 Leaders are supported through:

- A modest stipend of US\$350
- Up to US\$100 (cash in local currency) for transfers/ Incidentals & extra meals
- Enrollment in L2 Community Coaching Programme (see below)
- Up to five nights accommodation (single occupancy) at conference hotel to attend the face-to-face component of L2 Community Coaching Programme (Tuesday and Wednesday nights) and the conference (Thursday, Friday and Saturday)
- Return Economy Flight (to arrive Tuesday evening and depart Sunday)
- Visa (if required)

## **PreConference Facilitators**

Single presenters will be preferred and should there be a co-presenter team all benefits will have to be shared.

The purpose of the PreConference is to offer extended session in a specific or niche topic. It is a 4 - 5 hour dive into an innovative practice or concept and is usually an in-depth interactive, hands-on experience where participants learn and practice new skills such as coaching or technology-based pedagogical practices.

Each session size is generally up to 25 participants although, at times, some topics are very popular and we may discuss the potential for opening up to 40 participants with additional facilitation support.

Our PreConference facilitators are invited to attend the main conference as participants.

PreConference Facilitators are offered:

- Modest stipend of US\$200
- Enrollment in L2 Community Coaching Programme
- For non-local presenters, up to two nights accommodation (single occupancy) at conference hotel to attend the face-to-face component of L2 Community Coaching Programme and for night before PreConference (Tuesday & Wednesday night)
- Free registration for main conference (valued at approximately \$550)
- Visa (if required)
- It is expected that the costs for flight/travel and accommodation for the conference are covered by the PreConference facilitator or supported by their school.

## The L2 Community Coaching Programme

Our goal at Learning2 is to ensure that each of the sessions pedagogically aligned with our founding principles and that the experience for our participants is consistently high level across all sessions.

We recognise that facilitating a professional development session may be a first-time experience for some, while for others may be more experienced in delivering high-quality learning experiences in their schools and as consultants. We have developed our L2 Community Coaching Programme that is specifically designed to ensure that everyone is prepared and that the sessions all complement each other to maximise the learning experience for our participants. This process gives us the big picture in that it enables us to see how the sessions fit together and that any potential duplication in content/concepts from other sessions have been worked through.

It is an expectation that all L2Ls and PreConference facilitators participate in the L2 Community Coaching Programme.

The programme has both online and face-to-face components:

- Two months before the conference, for both PreConference leaders and L2Ls, we will run a three-week online coaching course using Google Classroom to help you prepare for your session. This is an opportunity to reflect, test your ideas, share and receive

feedback from a supportive community of fellow learners. We anticipate that the time commitment will be about two hours each week plus the time to build your session.

- The face-to-face component will run over the two preparation days prior to the conference. Wednesday is for both the Learning2 Leaders and the PreConference Facilitators and provides the opportunity to get together as a team and share and hone our sessions. Thursday is set aside as a key focus for the L2Talk and additional time for Learning2 Leaders to make final preparations.

For L2Ls who are offering an L2Talk, we will provide additional online support and coaching in the weeks leading up to the conference in addition to the onsite rehearsals and face-to-face coaching sessions in these two days preparation sessions at the hosting school.

## Building Your Presentation Proposal

The following is supporting information to help guide you through the application process.

### The Key Components

As we build our sessions, we ask our presenters to think about the WHY, the WHAT, and the HOW from the perspective of the participant:

- **Why** knowing this is important to me as a participant?
- **What** are the goals of the session? What will I, as a participant, understand?
- **How** will I know what I have learned? What are the measurable objectives/outcomes that, I as a participant will walk away with?

It is also important to recognise the key features of adult learning that may differ from our experiences with younger students.

### Start with the “Why”

See the following example as a helpful model to show how the “why” can be made explicit:

**Session Title: *Student Learning through Social Media (MS/HS)***

We’ve all had the experience of settling an argument in a restaurant with a quick Wikipedia search, or navigating around a new city with Google Maps, but all too often our use of technology in the classroom is disconnected from these types of real-world uses. *The classroom can be just as relevant and engaging as our everyday digital*

*interactions*. How can we make the connection between our real-life experiences and our classroom learning environment so that *we can better prepare our students to excel in this dynamic and interconnected world?*

## Session Title

Please keep your session title short and focused as participants may not have the time look over all sessions in detail and may have to make decisions based on the titles alone. We are also limited in the number of characters in Eventbrite (our reservation system) - so concise is nice!

Some examples are:

1. *Integration through Collaborative Teaching (WS)*
2. *Visible Thinking with iPads (ES)*
3. *Robotics for Middle Schoolers (MS Design)*
4. *Why the "A" in STEAM? (Math/Tech/Science)*
5. *Student Learning through Social Media (MS/HS)*
6. *Learning Stories (EY)*

## Audience

It's very important that you consider who your audience is and what groups you can cater for in one session. We need to give adults opportunities for self-direction through individual choice, opportunities to use their own experience and explore issues or solve problems in their own context (*see learning outcomes below and the end section on andragogy*). This means that you may need to offer a range of differentiated activities to cater for all of your participants. For example, if you offer you session for all participants, you may have a HS Principal and a Grade 1 teacher in the same session, so how will you cater for their individual needs/situation?

So please think about who you want in your session! Decide which groups of teachers and administrators you are able to cater for in a single session. You may decide that you are most comfortable with teachers and administrators in the Early Years only or perhaps for teachers in the Middle and High School. You may decide to focus on two different groups and adapt your Friday session for one group and your Saturday session for a second group or organise your participants into groups in the sessions so that they can share and learn from each other.

The bottom line: don't try to be all things to all participants; just decide on your target audience so that you can provide a rich learning experience for all.

We use the terms to describe our school sections and try to add these to the session titles.

- Early Years (EY)
- Elementary School (ES)
- Middle School (MS)

- High School (HS)
- Whole School (WS)
- Administration (Admin)

Our default is Whole School (WS) - meaning that this session is applicable to across all school sections.

You may also need to classify your audience in other ways, such as subject area-specific (e.g. Science or Language or Social Studies) or role-specific (e.g. Pastoral or Counsellor or Service).

Of course, the tighter/smaller your audience, we may find we do not have enough people signing up; conversely, the broader the audience may lead to large groups drawn from across a range of roles and school sections and therefore you will need to be able to differentiate to cater for each of your participants.

## Session Goals (the WHAT)

Goals are broad statements that identify what participants should learn, understand, or appreciate as a result of the session. The outcomes describe in concrete terms what the goals mean and indicate how the goal can be achieved.

Some examples of or starters for goals might be:

- Participants will understand....
- Participants will know ...
- Participants will be able to apply new understanding to current or future lessons
- A deeper understanding the key elements and rationale of technology-rich learning
- Participants will learn how to develop a parent education program, specifically around technology and learning, which can help build a sense of community within the school, support teachers and schools in their efforts to transform learning.

## Session Outcomes (the HOW)

Learning outcomes are actions: what will participants be doing/have done in your session?

Learning outcomes use verbs to describe these actions, for example, create, curate, develop, connect. These can then be used to measure the success of the session. Actions such as learn, know and understand are too broad to measure as outcomes; therefore, better to rephrase into actionable verbs. For example, to show how something has been learned, participants may be able to 'explain' or 'create' something.

It is better to offer a limited number of learning outcomes in place of suggesting a range of outcomes that you may not be able to address adequately in your session. Participants may



hone into one of the outcomes as a key reason to attend and may be disappointed if that is not explicitly addressed!

## Adults as Learners

As you put your session together, you should consider how adults learn. Knowles (1984) offers the following adult learning principles:

1. **Self-Concept:** Will participants be given an opportunity for self-directed learning by having some individual choice available in the learning engagements?
2. **Experience:** Will participants be offered opportunities to share their experience and draw on this experience during activities?
3. **Readiness to Learn:** Will what participants learn have immediate relevance and be something they can take back and use in their classroom and/or share with others immediately on return to school?
4. **Orientation to learning:** Will participants have an opportunity to solve/explore actual problems or issues they are facing in their own teaching context.
5. **Experiential:** What routines and protocols will you use to allow participants to reflect on their learning and thinking?

*As you review your learning outcomes, please consider numbers 2-5 because they are things participants will do.*

**For an extended session example, please explore the following (thank you, @mscofino):**

**Goal:** Participants will learn how to develop a parent education program, specifically around technology and learning, which can help build a sense of community within the school, support teachers and schools in their efforts to transform learning.

### Objectives:

1. **Evaluate** your school's (or your classroom's) parent education program regarding technology-rich learning (#2, #3)
2. **Develop** resources and supporting materials to help parents understand the value of learning in a technology-rich environment - specific to your individual school (#1), based on sound pedagogical frameworks and successful practices in other international schools (#2, #3, #4)
3. **Explore** strategies, resources and experiences from other successful parent education programs from other international schools in Asia (#2, #3, #4)
4. **Connect** with other schools and teachers who are actively supporting their parent community in learning about technology-rich learning (#1)

#5 is implicit in all!

## Andragogy - the art of teaching adults

The term 'andragogy' reflects how adults learn where the maturity of the learner is a key consideration. According to Knowles, andragogy is based on the following assumptions about the characteristics of adult learners that differ from the assumptions about child learners on which traditional pedagogy is premised. These are:

- **Self-concept:** As a person matures his self-concept moves from one of being a dependent personality toward one of being a self-directed human being
- **Experience:** As a person matures he accumulates a growing reservoir of experience that becomes an increasing resource for learning.
- **Readiness to learn.** As a person matures his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles.
- **Orientation to learning.** As a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness.
- **Motivation to learn:** As a person matures the motivation to learn is internal (Knowles 1984:12).

Knowles, M. (1984). *The Adult Learner: A Neglected Species* (3rd Ed.). Houston, TX: Gulf Publishing.

## Being Impartial

*Learning2 is a conference for educators by educators.*

All products and services demonstrated, discussed or featured by our presenters are based on the merit of the product/service and the benefit for the participant and/or their professional environment. At all times, the presenter is required to give their honest and unbiased opinion of any product/service; as with all products/services there can be challenges as well as alternatives. Presenters are encouraged to offer a balanced view and their honest experiences. Any affiliation with the company that provides the product/service must be clearly communicated with the application, for example, the product is used in their school, the presenter is an Apple Distinguished Educator (ADE).

With that said: Learning2 is a self-sustaining organisation and actively seek sponsors that bring value to the conference and are innovative and pedagogically aligned with the principles of Learning2. We do permit presentations or workshops that feature or focused specifically on the product/services provided by sponsor; however, this is after a detailed evaluation and in order maintain impartially, these sessions must be facilitated by an educator and not a representative of the organisation.

## FAQs

### What happens once my application is accepted?

Once your application is accepted, we will review your session details with you to make it ready for publishing on the website. We will require an image of you and a 1-2 minute video that we can use to promote your session.

### What if the numbers are low for my sessions?

Your invitation to present is contingent on having the numbers for your session, which we monitor the sign-ups closely and actively promote. We will keep you informed as we get closer to the conference so that we can make the call in a timely manner.