Active and Accessible:
Engaging Writing Pedagogy in the 21st Century

Keynote Speaker:
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Temple University

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University of Connecticut, Hartford Regional Campus
10 Prospect St., Hartford, CT 06103

As teachers of writing in the 21st century, we recognize the importance of engagement in the classroom, including *how* students engage with learning as well as *who* is included in such *engagement* (National Survey of Student Engagement, 2017). Several pedagogical movements — notably **Universal Design for Learning** (CAST, 2010) and **Active Learning** (Bonwell & Eison, 1991) — have begun to define student engagement. The University of Connecticut's own interest in student engagement, accessibility, and active learning stems from the development of its Writing Across Technology initiative. As exciting as these pedagogies are, there is still much to learn about how they function in the writing classroom, including the ways they are and are not compatible with each other and the range of potential writing instructional practices they make possible.

This conference asks how **access** can be imagined as **active** — and, conversely, how active learning can make space for access.

Keywords: access; active learning; disability and writing; engagement; pedagogy; rhetorical action; space; technology; Universal Design for Learning; user-centered design; writing

We invite proposals that engage questions such as (but not limited to) the following:

- What does **active writing pedagogy** mean? What does it look like in your own writing classroom?
- What kinds of conflicts — or new possibilities — might exist or arise from the crossing of "**active**" and "**access**" in a writing classroom?
- How do we implement **active learning** pedagogy in an inclusive way?

- How can we incorporate principles of **Universal Design** into the teaching of writing?
- How do we **engage** students as agents both in our courses and outside of them?
- How can different **modes** of learning or teaching promote access and student engagement? What does access look like in your own writing classrooms?
- How do certain educational **spaces** encourage active learning and/or make the teaching of writing more accessible?
- What role do writing **technologies** play in mediating access and engagement for writers?

Proposal Guidelines

We seek proposals of 250 to 300 words for accessible and active presentations. We strongly encourage proposals that describe how material will be interactive, participatory, and/or engaging for the audience. Proposals should be accessible from the outset. (Please see Composing Access for more details.)

Session formats include:
- Individual Presentation (15 minutes)
- Group Presentation (75 minutes, 3-4 people)
- Roundtable/Discussion (75 minutes, 3-5 people)
- Individual Poster at a featured Poster Session
- Group Poster at a featured Poster Session

We ask that you please submit only one proposal. Proposals are due **January 28 by 5:00 PM**.

SPECIAL AFTERNOON WORKSHOP EVENT:

Writing with Community Partners

This workshop is conducted by our conference co-sponsors: Trinity College (Hartford, CT), Office of Community Learning. This **FREE** 2.5 hour afternoon workshop brings together faculty, students, and community partners to discuss strategies for projects that use writing to contribute to social change in your local community. Learn about pedagogical and organizational strategies to create reciprocal partnerships that engage students in active learning beyond the classroom and help community organizations reach their goals. This workshop is presented by Trinity College Community Learning and is open to faculty, staff, and community partners who are interested in strengthening their approach to writing across university/community partnerships.

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