



WE LEARN 7th Annual (Net)Working Gathering & Conference on Women & Literacy



Call for Presenters & Performers

MARCH 5-6, 2010

University of Rhode Island, Providence Campus
Providence, RI

Sponsored by

WE LEARN

(Women Expanding Literacy Education Action Resource Network)

In collaboration with

University of Rhode Island

Rhode Island Department of Adult Education

Rhode Island Adult Education Professional Development Center

Why this theme?

To strengthen our (net)work. WE LEARN members build on past conference themes. The themes from the most recent years have been:

2007: Threads of Experience: Creative Spaces for Women's Learning

2008: Building Alliances / Construyendo Alianzas

2009: Stronger Leadership & Literacy: Empowering Women to Action / Liderazgo y Educación Más Fuertes: Dándole poder a las Mujeres para que tomen Acción!

Returning participants strengthen alliances and friendships with each other. We also embrace new attendees and their unique voices. We encourage everyone to take new risks and challenges for additional learning.

This year we take another step to build our community promoting women's literacy as a tool that fosters empowerment and equity for women.

The theme for 2010 – Community, Leadership, Activism: Economic Justice, Cultural Alliances, Good Health – responds to current events and moves our attention towards using literacy for action in our communities. We want to broadly focus on women's efforts for community activism and leadership. Also, we specifically recognize key issues for our communities in these times:

- Moving beyond survival to develop economic justice;
- Strengthening relationships and alliances among people from different cultures, backgrounds, and diversities; and
- Supporting good health and wellness (physical, mental, emotional and spiritual).

We explore how women's literacy and basic education can develop leadership in these areas.

The annual WE LEARN gathering builds a community of co-learners. We respect each other as knowledgeable. We all have experiences to learn from and stories to share. Through conversations and activities, we continue to surprise each other about the ways we have creatively come to make meaning in our lives.

We have developed this list of questions to help you think about the theme and what you might want to present.

- What more can we learn about women's leadership through literacy practices (*p.3)? How does women's leadership through education affect our communities?
- How are adult literacy learners (*p.3) empowering other learners, especially on topics of culture, health, and economics?
- How are we *already* leaders? What are we doing that can be considered leadership, activism, or advocacy? What are our successes? What have we learned that will be useful to others? What can we learn from each other?
- What do women want? How is the personal also political?
- What is community literacy? What are some models for creating social action through literacy education?
- What is activism? What activism is needed to support women's access to basic education and literacy? How do we make our education active in our communities?
- What are your next steps after you have made your first speech or participated in your first advocacy project or community activity?
- How are programs or teachers using participatory practices, community research or popular education approaches? How do these empower women?

- How can we develop awareness around issues of women’s health, money, and culture in the day-to-day learning of reading, writing, speaking, and math?
- What financial literacy needs do women need to survive these economic times? What does economic justice look like?
- What should we learn from welfare rights activists about women’s economic rights? How does basic education and literacy address these issues?
- How are women caring for their physical health and emotional well-being? What are important concerns for health literacy?
- Why does it cost so much to get healthy food when the over-processed “junk food” is so cheap? What can we do about it? (For example, personal tips to community projects)
- How do we continue to build alliances? How are we creating awareness, trust, and sensitivity with people from different cultures or languages or backgrounds? How do we work together?
- What programs have developed strong professional development practices to encourage teachers & tutors to address activism, leadership, community, women’s health, economics, and culture?
- What can we learn from community-based research efforts?
- How can the WE LEARN conference and our participation extend out into our programs, communities and daily activities after this weekend?

*** Acronyms & Terms ***

Literacy – includes reading and comprehension, writing, speaking, and numeracy

Literacy practices – Through literacy practices, basic literacy also connects to personal experiences, values, social roles, gender, race, and class, and other social and political factors. We make meaning in our lives and understand our world more completely through a broad range of literacies.

ABE Learners/Students include:

- ABE – Adult Basic Education
- ESL – English as a Second Language
- ESOL – English Speakers of Other Languages
- GED – General Education Development
- ADP – Adult Diploma

Upgrading (a Canadian term) –

In Canada, upgrading education/training has different meanings in various regions and contexts. Academic upgrading most often but not exclusively refers to literacy skills training delivered by college upgrading programs to strengthen pathways to apprenticeship and postsecondary. Literacy students may be referred to as adult literacy learners, adult literacy students, and adult literacy upgraders, depending on the preference of the person using the term and perhaps their pathway.

When WE LEARN refers to adult learners, ABE students, or literacy students, we mean:

Students participating in adult basic education (ABE), English for Speakers of Other Languages (ESOL or ESL), high school equivalency or GED family literacy, civic/citizenship education, workplace training, upgrading, and support systems (including developmental education) for transitions to college. Adult basic education/literacy efforts are sponsored through specialized learning centers, community colleges, social service agencies, community-based organizations, libraries, public school districts, reservations, churches, workplaces, prisons, shelters, and other settings.

WE LEARN 2010 Presenter/Performer Information

USEFUL GUIDELINES TO CONSIDER AS YOU PREPARE YOUR PROPOSAL

WE LEARN COMMUNITY

WE LEARN enthusiastically invites a broad range of presenters and participants for the annual (Net)Working Gathering and Conference. While we don't require presenters to become members of WE LEARN, we strongly encourage you or your organization to do so. Through the membership we can continue and build WE LEARN as a Literacy Education Action Resource Network.

WE LEARN Community includes:

- ABE Learners (see p. 3) AND Alums
- Literacy Workers (Teachers, Tutors, Volunteers, Support Staff, Administrators, etc)
- Researchers / Academics / Librarians
- University Students
- Community Activists
- Service Providers
- Anyone interested in advancing our mission.

We ask you to keep these communities in mind as you prepare your proposal.

SELECTION CRITERIA

The WE LEARN Conference Committee selects proposals using these criteria:

- Usefulness to adult literacy, basic and developmental education;
- Focus on women-centered learning and teaching (website link to “Women-Centered Curriculum”);
- Links to the theme as outlined in the Call; and
- Appeal to WE LEARN community.
- The questions in the Call for Proposals serve as topic guides for presenters. You may use these questions/topics or others as long as they concern leadership, community, activism, and literacy for women.
- **We strongly encourage presentations organized by literacy students (or teachers presenting with students).**
- When possible, please collaborate with colleagues or peers.

ABOUT THE TIME SLOTS & SCHEDULES

In 2010, we will experiment with a variety of formats and time limitations. Past evaluations forms have indicated a desire for various types of activities and lengths of time. Please be realistic and clear in the “What You Will Do” section of the proposal form.

PRESENTER REGISTRATION POLICY

- **ALL Presenters must register and pay for their attendance to the conference. HOWEVER, presenters do receive a discounted rate.** ABE/ESOL Student presenters may also apply for travel and registration scholarship from the Student Scholarship Fund.
- **We encourage all presenters to become members of WE LEARN** (additional discounts available to members).

FILLING OUT YOUR PROPOSAL FORM

- **Fill out all sections of the form completely!** *If your application is incomplete, the committee will have a hard time understanding your proposal. Therefore, your proposal may not be selected.*
- If you have a preference for Friday or Saturday, please check the appropriate box. We will do our best to accommodate you, but cannot guarantee your first choice.

WE LEARN 2010 Presentation Proposal Form

(Download in .doc, .rtf. or .html at <http://www.litwomen.org/conference.html>)

CONTACT PERSON / LEAD PRESENTER:

Name: _____
(As you would like name to appear in program book)

Organization: _____

Phone _____ Email: _____

Preferred Mailing Address: This is my Home address Organization address

THIS PRESENTER IS: ABE STUDENT TEACHER/TUTOR ACADEMIC/RESEARCHER OTHER: _____

CO-PRESENTERS:

I plan to have co-presenters: NO YES How Many? _____

ADDITIONAL PRESENTERS (attach an extra sheet if necessary):

****If you do not yet know all the names or bios of co-presenters, we MUST send them to us by February 5, 2010 ****

Co-Presenter 1 Name: _____
(As you would like name to appear in program book)

Organization: _____

Phone _____ Email: _____

Preferred Mailing Address: This is my Home address Organization address

THIS PRESENTER IS: ABE STUDENT TEACHER/TUTOR ACADEMIC/RESEARCHER OTHER: _____

Co-Presenter 2 Name: _____
(As you would like name to appear in program book)

Organization: _____

Phone _____ Email: _____

Preferred Mailing Address: This is my Home address Organization address

THIS PRESENTER IS: ABE STUDENT TEACHER/TUTOR ACADEMIC/RESEARCHER OTHER: _____

WORKSHOP TITLE: (10 Words OR Less)

PROGRAM BOOK DESCRIPTION: ***50-75 word limit*** (please make it clear so people will know what to expect)

AUDIENCE: Use #1 for main focus & #2 for additional focus

General Learners Teachers Academics/Researchers Administrators Other (who?)

TELL US WHAT YOU WOULD LIKE TO DO:

90-Minute Slots

- Interactive / Hands-on Workshop
- Panel Presentation (3-4 panelists; please be sure to plan time for Q & A)
- Other: be specific _____

60-Minute Slots

- Facilitated Discussion or Caucus Organizing Group (If possible, we encourage you to include a scribe and to provide notes to WELEARN for posting on website for larger audience.)
- Performance or Reading followed by Discussion or Activity
- Other: be specific _____

30-Minute Slots

- Research Paper/Presentation ***Note: We may opt to place 2-3 research papers together in one session to make 60 or 90-minute groups.*
- Performance or Reading followed by Discussion or Activity ***Note: We may opt to place 2-3 together in one session to make 60 or 90-minute groups.*
- Other: be specific _____

20-Minute Slots

- Intended for ABE students (see p. 3) who want to try out making a presentation. *We will schedule several together in one session to make 60 or 90-minute groups.*
- Other: be specific _____

EQUIPMENT REQUESTS:

I will **NOT** be using any equipment

I would like to request:

*(Please note that audiovisual equipment is **limited and labor intensive**. Please moderate your requests to equipment that you will actually use during your workshop.)*

- Overhead Projector (used with transparencies)
- LCD/Data Projector (** Please bring your own laptop. If this is not possible, please indicate here -- Laptop)
- TV with VCR and DVD
- Internet Connection
- I would like to request a full Computer Lab (if available)
- Other – BE SPECIFIC _____

WE LEARN will make every effort to meet these requests. **We MUST know FINAL plans by Feb. 1 – no exceptions**. We cannot fill last minute requests. Due to security issues, arrangements will be made to place the correct equipment in your workshop room *at the time of your presentation*.

We will have a COMMUNITY ART-MAKING TABLE available in the main conference auditorium. We're open to proposals that will make direct use of this area. Please indicate here if you want to use this space.

- YES – I would like to use the art-making area for my presentation if possible. I understand this is a public space and there may be some background distractions.

PREFERRED DAY for Presentation:

We will do our best to accommodate you, but cannot guarantee your first choice.

- NO PREFERENCE
- FRIDAY, 3/5
- SATURDAY, 3/6

Not sure what to include? We seek workshops that emphasize these areas:

- | | | |
|--|---|--|
| <input type="checkbox"/> ABE – Basic Literacy | <input type="checkbox"/> Curriculum Development | <input type="checkbox"/> Shelter (Homeless, DV, Recovery, etc) |
| <input type="checkbox"/> Management / Organizational Development | <input type="checkbox"/> Disabilities (all sorts) | <input type="checkbox"/> Social Justice / Equity Issues (Race, Gender, Class, etc) |
| <input type="checkbox"/> Advocacy | <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Transitions or Development Education or Upgrading |
| <input type="checkbox"/> Approaches to Teaching / Learning | <input type="checkbox"/> Economic or Financial Literacy | <input type="checkbox"/> Whole Person (Mind, Body, Spirit, Emotion) |
| <input type="checkbox"/> Artistic/Performance (Crafts, Music, Theater, spoken word, etc) | <input type="checkbox"/> ESOL | <input type="checkbox"/> Women’s Sense of Self |
| <input type="checkbox"/> Assessment | <input type="checkbox"/> Family Literacy | <input type="checkbox"/> Work or Labor |
| <input type="checkbox"/> Citizenship / Civic Responsibility | <input type="checkbox"/> GED & Diploma Programs | <input type="checkbox"/> Writing |
| <input type="checkbox"/> Community Organizing | <input type="checkbox"/> Health & Well-Being | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Computer Literacy | <input type="checkbox"/> Math/Numeracy | _____ |
| <input type="checkbox"/> Corrections / Incarceration | <input type="checkbox"/> Personal Development / Self-Awareness | |
| | <input type="checkbox"/> Reading | |
| | <input type="checkbox"/> Research (both academic & by teachers or students) | |
| | <input type="checkbox"/> Science & Technology | |

MAXIMUM PARTICIPANTS:

**We do NOT pre-register participants for workshops. However, if you need to limit the number for effective presentation, please state that here.

- No Preference Limit to _____ (#) Participants

MATERIALS on the INTERNET:

I would be interested in having my workshop/presentation materials on

- the WE LEARN conference Wiki *prior to* the conference the WE LEARN website *after the* conference.

SPECIFIC ROOM ARRANGEMENTS

** All rooms have whiteboards. We will also have newsprint available if you prefer. **

This is a university campus. Most rooms have moveable desk chairs. If you need something special, please tell us. We will try to accommodate if we can, but you will also want to have some flexibility in your plan!

ADDITIONAL or SPECIFIC NEEDS:

- Language translation / interpretation (What language?: _____)
- Physical / Sensory Support (Please specify: _____)
- Other: Be Specific _____

I understand that presenters and co-presenters:

- Must pre-register for the conference and pay the registration fee (presenters receive a special rate – see registration forms)
- Will be responsible for all costs related to transportation, room and board, and presentation materials.
- Will be responsible for making and providing handouts for my session.
- Will make final requests for Equipment requirements by February 5, 2010.

Signature of Contact / Lead Presenter:

Presentation / Activity Details

Please use additional sheets as needed. Responses to these questions are **required** for your proposal to be considered by the committee.

- 1. Abstract – (250 word limit – we mean it!)**
Describe main goals or objectives and content of your presentation.
- 2. How will you involve the participants of your session? What activities (if any) will you do?**
- 3. Will you provide handouts or materials? If so, what?**
- 4. Tell us (briefly) why you think this proposal relates to women in adult basic/literacy education and/or the conference theme.**
- 5. What do you hope to learn from your participation at the WE LEARN (Net)Working Gathering and Conference? What do you hope to gain from your connection with WE LEARN members?**
- 6. Please provide a BRIEF BIO for ALL Presenters (if known - *Limit 30 words each*)**

**PROPOSAL DEADLINE:
Monday, November 30, 2009.**

EMAIL to: welearn@litwomen.org

For more information about WE LEARN,
please watch our **YouTube video**
<http://www.youtube.com/watch?v=2IHp5vUJALXg>
and visit our **website**: www.litwomen.org/welearn

Contact WE LEARN

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Executive Director
Mev Miller, Ed.D.

WE LEARN (Net) Working Gathering

March 5-6, 2010

PROPOSAL ACCEPTANCE & NEXT STEPS

- Presenters will be notified regarding acceptance of their proposal via email. **Only the Contact Person will be notified.** Upon receiving your conference workshop acceptance, the contact must RSVP to the Conference Chair, Mev Miller, by email at welearn@litwomen.org **by January 15, 2010** confirming your intention to attend.
- *** *All* co-presenters must *formally* register (submit registration form with payment) for the conference **NO LATER THAN FEBRUARY 5, 2010**. If you do not register, we may opt to give your workshop slot to another presenter. ***
- Changes in workshop program book description and presenter bios, and final requests for presentation equipment, **MUST be made by February 5, 2010**.
- Please refer to the “How to Make Presentation” Facilitator Toolkit” provided by WE LEARN. This will help you to create a well-organized and interesting presentation.
- **WE LEARN Wiki Online Workshop Materials:** We encourage presenters to participate in sharing their workshop on the WE LEARN Conference Wiki. We invite those who cannot participate in the conference (or attend your workshop) to view these pages. You may post materials yourself or send them for posting to Erik Jacobson at jacobsons@mail.montclair.edu. For the WE LEARN website, send digitally formatted materials to welearn@litwomen.org. Please provide materials by March 1, 2010. For example, see the Wiki from the 2009 Gathering:
http://wiki.literacytent.org/index.php/WE_LEARN_2009_Conference

Handouts & Copies

- Participants appreciate presenters’ handouts.
- Please prepare at least 30 copies. We DO NOT pre-register participants for workshops so we cannot tell you exactly how many handouts to bring. There will be community share tables where you can leave extra copies.
- Copying is not available on site.
- WE LEARN is not able to reimburse presenters for printing or materials expenses.