CALL FOR PROPOSALS

SECOND WORLD CONFERENCE ON TRANSFORMATIVE EDUCATION (WCTE)

The Future of Africa and the Role of Transformative Education

May 18-20, 2023
University of Cape Coast
Cape Coast, Ghana

UNIVERSITY OF CAPE COAST

The Global Institute for Transformative Education (GITE) and The School Project Foundation (SPF)- in conjunction with the University of Cape Coast (UCC) are organizing a World Conference on Transformative Education (WCTE) in Cape Coast, Ghana on May 18-20, 2023, under the theme: *"The Future of Africa and the Role of Transformative Education"*

Do you believe high quality education is the pathway to socio-economic and political transformation of Africa? If your response to this question is yes, join us in Cape Coast, Ghana for a World Conference on Transformative Education, in order to chart new avenues for Africa's enduring development through education.

Most of the current education systems are far removed from the socioeconomic and political realities of Africa. They are the legacies of European colonial rules that are antiquated, even in Europe, and can neither effectively solve current African problems nor help speed up its socioeconomic growth and ensure its political stability. There is, therefore, a need to move away from educating children just for basic literacy and numeracy skills to providing them world-class education for interconnected competitive global economies. Such a move will require a quasi-volte-face shift in how we rethink school curriculum, pedagogy, leadership, and research.

We invite practitioners, scholars, researchers, policy makers, engineers, medical practitioners, environmentalists, publishers, linguists, literacy experts, librarians, school administrators, Pre-Kindergarten (Pre- Nursery)-High School teachers, graduate students, and scholars of all known and emerging academic disciplines (including sociolinguistics in education and anthropology in education, educational linguistics, ecolinguistics, literacy, history, geography, economics, civic education, mathematics, physics, engineering, chemistry, biology, music, dance, arts, economics, health education, etc.) who are eager to share their research and expertise on education with robust transformative practices and outcomes to **submit a** **300-word abstract on the relevant themes of the conference by November 30, 2022**. The Proposal Review Committee will review each proposal, and applicants will be notified of the status of their proposals within 8 weeks following the submission deadline.

We invite proposals for panels, symposia, individual papers, round table discussions, interactive workshops, school presentations, poster sessions, art exhibition/public action workshops, and book talks. High quality papers will be considered for publication in a special issue in the *Global Journal of Transformative Education (GJTE)*. Successful proposals will clearly demonstrate the relationship between the presentation and the theme of the conference.

Follow this link to submit your proposal: http://www.gite.education/events/submit_proposal/

Priority will be given to proposals that address one or more of the following topics *in relation to transformative curriculum, pedagogy, leadership and research*:

- Redefining a school curriculum with respect to a school subject of a choice (history, geography, mathematics, languages, economics, science, arts education, food and nutrition, etc.)
- Infusing critical thinking skills in everyday lessons.
- Teacher education for competency-based education
- Critical literacy for a transformative society
- Best practices, methodologies, and strategies in transformative teaching
- Place-based, problem-based and project-based education
- Civic education curriculum for peace and stability
- Education for environmental sustainability
- STEM (Science, Technology, Engineering, and Mathematics) transformative instructional approaches
- Decolonized modern African History
- Strategies for authoring African children's books
- Competency-based Education and Assessments
- Climate change and the role of schools
- Ethics and the role of schools in fighting corruption
- Classroom seating and transformative pedagogy
- Instructional technology
- Ethics and school leadership
- Citizenship education for national identity
- School attendance, absenteeism, teacher strikes/public holidays and how those missing instructional hours are recovered.
- The place of arts and music education in African schools
- Health education
- Applied mathematics
- Democracy in schools or lack thereof
- Transformative educational leadership
- Conflict resolutions and peace education
- Equality, equity, social justice, diversity and inclusion
- Transformative research works and teaching praxis
- Pan-Africanism and 21st century education
- Psychological well-being and education
- Culturally responsive curricula
- Curriculum for human dignity
- The positionality of special needs students in our school systems
- Economics for transformation of African economies
- Service learning in the curriculum
- Transformative assessment and evaluation
- Modern technology and e-learning
- Language policy and planning

- Sociocultural practices and knowledge
- Sociolinguistics in education
- Anthropology in education
- Language and Literacy Studies
- Ecolinguistics
- Cultivating transformative youth leadership in schools
- Educational linguistics
- Linguistic rights and Indigenous languages
- Distance learning/online courses and transformative education
- Education and Fourth Industrial Revolution (4IR)

GENERAL PROPOSAL GUIDELINES

Proposals and presentations are welcome in English or French. All proposals, regardless of type, should be in Microsoft Word, must include the following:

- Name and title of the author/organizer, institutional affiliation, and contact information
- Title of the proposed presentation
- Abstract (300 words)
- Indicate any audio-visual equipment needs for your presentation

Proposals for panels, symposia, and round table discussions must also include:

Name, title, and institutional affiliation for each additional participant

PRESENTATION FORMATS

Choose one of the following presentation formats for your proposal. The Conference Committee may negotiate the proposed delivery format with the speaker.

Panel Presentations (110 minutes)

Individuals or institutional sponsors may propose to organize a panel of presentations on a related subject, with each presenter offering a perspective on the topic. Panels may include a chair/moderator, 3 or 4 presenters, and a discussant. Each presenter will be allotted 20 minutes to deliver his/her paper, allowing 20 minutes at the end of the panel for commentary by the discussant, and 10 minutes for questions and answers.

Panel proposals must include information on all proposed participants and must indicate that they have been contacted and they have agreed to participate. The individual submitting the proposal will be the sole contact person regarding the conference.

Transformative Schools in Africa Presentations (60 minutes) Individual Papers (20 minutes)

Individual paper submissions will be grouped together by the program committee (not more than 3 papers will be grouped) to form a more intimate Discussion Room. Discussion Room will be the primary venue for individual paper submissions. Discussion Room will provide for an intense hour of conversations between presenters and attendees concerning related and emergent topics.

Round Table Discussions (60 minutes)

Individuals or institutional sponsors may propose to organize a round table discussion on a topic related to the theme of the conference. Like panels, round table discussions are coordinated by a moderator, and offer different perspectives on the proposed topic. Presentation time for each discussant is limited to 5-7 minutes. The majority of the session is devoted to dialogue between the discussants and the audience. In the best round tables, the speakers are aware of each other's work and views; they refute or support those views in their own talks. There is substantive interchange, as well as the chance to go in-depth. Proposals for round table discussions must include information on all proposed discussants. The individual submitting the proposal will be the sole contact person regarding the round table discussion.

Interactive Workshops (60 minutes)

Presenters spend a short amount of time on the delivery of the pedagogical concept, theory or model, and the majority of the session is devoted to direct, hands‑on participation by the attendees. Workshops are organized to address a theme; discussion is informal and interactive, and papers are not presented.

School Presentations (60 minutes)

P-12 (Pre-nursery through high school) teachers in Africa with sound knowledge of transformative teaching and learning practices that are currently part of their curriculum are invited to submit a proposal. If selected, they will be invited to the conference with a group of their students to present one of their transformative lessons. Their proposal will have to demonstrate clear evidence of transformative learning as an outcome of the lesson presentation. Scholarships will be available for roundtrip travels, room, and board. Proposals from schools whose overall mission is predicated on student-centered learning will be given a priority.

Public Action/Art Exhibition

We will have a number of spaces available throughout the program for public actions/art exhibitions. These types of presentations are intended to foster critical and public dialogue and should be considered spaces for social action and public pedagogy. Presentation time and venue is flexible and dependent on presenter needs with these types of presentations—indicate your audio-visual and material needs.

Book Talks (60 minutes)

If you have recently published a book that charts a new direction for Africa and that benefits teachers and education policy makers, this venue would be perfect for you.

Follow this link to submit your proposal: http://www.gite.education/events/submit_proposal/

CONFERENCE REGISTRATION

Upon acceptance of the proposal, a mandatory non-refundable fee for the conference must be paid to guarantee a spot on the conference program.

Registration

- International faculty/K-12educators/researchers (out of the African continent) $230 (early-bird registration $200)
- African faculty/researchers/policymakers $100 (early-bird registration $80)
- African Teacher education faculty $35 (higher education faculty not included)-early-bird registration $30)
- African Students and k-12 teachers $12 (early-bird registration $10)
- Non-African students $60 (early-bird registration $50)

Early Bird registration opens on February 1, 2023 and ends on February 28, 2023. The following modes of registration payment will be accepted:

1. **Conference website (www.gite.education)**
2. **Western union**
3. **Credit card**
4. **Moneygram**
5. **University of Cape Coast, Ghana (details will follow soon)**

Opportunity for Scholarly Publication

Outstanding papers will be considered for publication in our peer-reviewed *Global Journal of Transformative Education (GJTE)*. Click on this link for details about the journal: https://scholarworks.iu.edu/journals/index.php/gjte

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APPENDIX TO THE CALL FOR THE PROPOSALS OF 2023 WCTE

To provide a definition of transformative learning that is closely aligned with the vision of conveners of this conference, we begin with a quote by Schumacher (1973), an economist, a philosopher, and the author of *Small is Beautiful.* He states, "The volume of education continues to increase, yet so do pollution and exhaustion of resources and the dangers of ecological capacity. If still more education is to save us, it will have to be an education of a different kind, an education that takes us to the depth of things." It is important to examine the relevance of Schumacher's statement within today's context of your discipline and/or the P-16 education system in your country in terms of the extent to which it prepares students to address societal needs and problems.

Transformative learning as defined by O'Sullivan (2003):

> Transformative learning involves experiencing a deep, structural shift in the basic premises of thought, feelings, and actions. It is a shift of consciousness that dramatically and irreversibly alters our way of being in the world. Such a shift involves our understanding of ourselves and our self-locations; our relationships with other humans and with the natural world; our understanding of relations of power in interlocking structures of class, race and gender; our body awarenesses, our visions of alternative approaches to living; and our sense of possibilities for social justice and peace and personal joy (O'Sullivan, p.327, 2003).

Here are general questions for in-depth reflection and tweaking of your conference proposals

As conveners, we want to make sure that the papers presented at the WCTE are relevant not only to the conference theme but also to the vision of transformative education. As you craft your proposal, we encourage you to review this *call for proposals* in depth and ensure that your proposal answers some of the following questions:

- What enduring transformative change does your proposal seek to imbue in teachers and/or students?
- In what ways does your proposal challenge the status quo or break away from the traditional ways of teaching and/or learning and offer new solutions to the problem(s)?
- In what ways does your proposal elevate youth/adult voice and democratic practices in schools and /or in the society?
- What scientifically tested disciplinary techniques, ideas, leadership skills, assessments, pedagogy, curriculum, etc. of different kinds are you proposing?
- In what ways does your proposal serve to create a more equitable and sustainable future?
- In what ways does your proposal focus on the natural and human resources/capital that are available in your locale/area as a resource for student engagement?
- In what ways does your proposal elicit knowledge transfer and knowledge applicability in real-life contexts?
- How does your proposal examine the social, environmental, and economic problems in your locale?
- How does your proposal encourage student-driven, collaborative project-based learning?
- In what ways does your proposal nurture youth and parent/adult with partnership strategies for effective service learning?

- How does your proposal promote authentic indigenous knowledge systems and/or indigenous ways of knowing and doing?
- How innovative, creative, and transformative is your proposal for conference participants?

References

Mezirow, J. (1997). Transformative Learning: Theory to Practice. *New Directions for Adult and Continuing Education, 74*, 5–12.

Moore, J. (2005). Is higher education ready for transformative learning?: A question explored in the study of sustainabi1ity. *Journal of Transformative Education, (3)*1, 76-91.

O'Sullivan, E. (2003) "Bringing a perspective of transformative learning to globalized consumption." *International Journal of Consumer Studies*, 27 (4), 326–330.