TEACHER TO TEACHER
A Teaching Network Forum

An annual event at the
Conference on College Composition and Communication
Baltimore, MD

Saturday, April 12, 2025
9:00 a.m.–12:00 p.m. EST

Submission Deadline:
(11:59 p.m. EST) December 15, 2024

Submission Form

How does the 2025 CCCC theme, “Computer Love,” translate to impactful writing pedagogy across contexts and spaces? How might theories of play, remix, collaboration, and/or creativity translate to in-class activities, informal and formal assignments, group projects and one-on-one writing conferences with students? And what might pedagogies of play bring to writing response and assessment?

The Teacher-To-Teacher (T2T) Teaching Network Forum is a generative space for presenters, keynote speakers, and attendees to foster rich conversations around impactful praxis across course offerings, student populations, and institutional contexts. Continuing the 2025 convention theme, we seek presentations that explore existing course designs, assignments, and activities grounded in writing play, creativity, and praxis. As such, we invite presentation proposals that in some way explore any of the following:

- How do you incorporate music, remix, collaboration, and/or technology into your courses?
- Who or what has inspired your creative teaching practice? What can you share with others to share that inspiration?
- What does remix as a conceptual frame bring to your teaching? Your response commentary and assessments of students’ writing?
- How do you teach–and model–collaboration with technology in your writing courses?
- How do you establish a learning environment that celebrates students’ creativity?
- What organizational, class maintenance, and academic/life strategies have you incorporated that support teaching with technology, music, and/or creativity?

Teacher To Teacher, in its eighth year at CCCC, is a space for engaged, curious writing faculty to share practice-based reflective narratives of your teaching to energize and support colleagues through discussion of applied approaches. The event is quick-sharing,

discussion-focused, and grounded in networking. T2T involves two rounds of table presentations and discussion. First, presenters share their ideas, then a respondent facilitates conversation on each presentation. Attendees and presenters walk away with new ideas and feedback on concrete assignments, activities, and strategies for their writing classroom. Presenters and attendees alike represent a dynamic range of educational institutions and settings—experiences teaching in-person, online, or distance learning—and share a deep commitment to creating impactful writing pedagogy.

T2T Goals:

- Building community with similarly interested colleagues across secondary and college and university contexts
- Considering new ways to meet pedagogical challenges
- Describing innovative writing pedagogies as solutions to situated problems
- Exploring professional and instructor development ideas and strategies for adjuncts and graduate teaching assistants
- Learning from innovative writing educators teaching a wide range of student populations and who represent diverse institutional settings
- Networking with colleagues across institutional homes and programs
- Providing support and coping strategies to help each other and our students
- Sharing examples of effective writing projects (informal and formal)

We invite two types of participation: table presenter or respondent:

Presenters give 8-minute lightning talks on practice-based ideas identified with one or more of the following clusters:

- **Activities** (e.g., group work, reading, in-class work, quick writes, shared writing, peer workshop, presentations)
- **Assessment Strategies** (e.g.,ungrading, specifications grading, labor logs, contract grading; handling the paper load, feedback strategies, student peer and self-assessments)
- **Assignments (**e.g., research-focused, informal and formal writing projects, digital projects, narrative, rhetorical analysis, other ideas for process or product assignments)
- **Course Design and Management** (e.g., growing participation and engagement, building pathways to meet course requirements)
- **Lesson Plans/or Pedagogical Concepts** (e.g., on structure, scaffolding, academic synthesis, metadiscourse, logic, introductions, conclusions, genre conventions, source evaluation, argumentation)
- **Pedagogical Frameworks** (e.g., antiracist pedagogies, trauma-based pedagogies, pedagogies of accessibility)
- **Professional Development** (e.g., preparing writing teachers of various backgrounds and experiences)
- **Tools & Technologies** (e.g., exploring digital platforms, including generative AI)

Respondents perform similarly to conference panel chairs, synthesizing presentations and facilitating conversation at the table.

Registration: Teacher To Teacher is free to CCCC convention registrants. Presenter names are included in the 2025 CCCC Convention program.

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To submit a presentation proposal or be considered for a respondent role, please complete this form.

Presentation acceptances and table respondent assignments will be announced on a rolling basis. The event schedule, including table assignments, will be made available to presenters in early March 2025. The T2T program will be made available to CCCC attendees in advance of the event.

Questions? Please feel encouraged to contact us: teachertoteacheratcccc@gmail.com

2025 Co-Chairs Kelly Moreland and Lee Nickoson