JURE 2023 – SUBMISSION GUIDELINES

This guide is meant to assist you in choosing the appropriate submission format to contribute to the scientific programme of JURE 2023. The various formats are designed to create a lively academic atmosphere, allowing for different preferences in presentation styles and to accommodate the presentation of research at various stages. Each of the formats outlined below are equally valuable but serve different purposes. EARLI actively encourages the presentation of high-quality research.

Both empirical and theoretical proposals for papers and poster presentations are welcomed at JURE 2023, as are roundtables. Proposals need to be submitted in English. Before submitting your proposal, we recommend reading these submission guidelines. Information on the requirements and duration of the sessions can be found under the appropriate submission type below.

- **All submissions should be done completely anonymously, to ensure a fair review process. Please do not include your name or affiliation in your abstract, extended summary or in any of your uploaded files, both within the file itself, as in the file name.**

- **According to the EARLI policies, you may not present more than two proposals at the same conference**. You may participate as a non-presenting co-author as many times as you like.

- It is extremely important to use the same EARLI account for all of your submissions.

- It is important to carefully read the guidance below so that you select the appropriate format for your presentation. **Selecting an inappropriate format may significantly reduce the chances of acceptance of your proposal!**

- The conference programme will avoid timetable conflicts for presenting authors and chairs, **but not for co-authors**.

PREPARING YOUR SUBMISSION

Please note that EARLI conferences can only accept proposals within the field of learning and instruction, and which demonstrate a clear relevance for educational researchers and the overall advancement of educational research.

An EARLI account is needed in order to submit a proposal or register for the conference and needs to be created prior to submitting. This can be created free of charge at EARLI-EAPRIL.org. Please make sure to update your personal and professional details as this information will be used for further communications as well as to generate the conference programme.

Please make sure **not to create multiple accounts** as this could lead to interaction problems later on. The email address provided will be used to retrieve the participants' details from the EARLI database, ensuring that the necessary professional details are linked to the proposal. For co-authors who will not participate in the conference, an account is not required as this information can be inserted manually while submitting.

Proposals can only be submitted through the conference website. **Submissions via email will not be accepted.**

For each submission, a presenting author is needed. If your proposal is accepted, the **presenting author will be expected to register for the conference**. Please do note that proposals for which the presenting author has not registered on time might be removed from the programme.

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Active conference participants, who are not submitting themselves but who are involved in a proposal, and who have never been a member of EARLI in the past, are asked to create an EARLI account via EARLI-EAPRIL.org before their colleague submits the proposal. Once your account has been activated (through the activation link sent via e-mail), your colleague will be able to add you as a presenter by using the e-mail address linked to your EARLI account.

Some valuable tips to help you to prepare and submit your proposal:

- Each submission type requires:
    - a title of up to 100 characters (including spaces)
    - an abstract of 150 - 250 words
    - an extended summary of 600 - 1000 words (including references)
    - four identifying keywords
    - at least one presenting author with an active EARLI account

Proposals that do not meet the above-mentioned requirements will not be accepted.

- Prospective participants need a **valid EARLI account** to submit a contribution (which is available free of charge, without the need to purchase an EARLI membership).

- Up to **three images or tables** can be uploaded along with your submission. Refrain from adding your name, affiliation or any other information that would violate anonymity, both to the uploaded files or in the file title.

- To find the appropriate **keywords** for your submission – consider the alphabetical list at the end of this document. It's clearer than the drop-down menu in the submission system. You will be asked to add four keywords to your proposal, to ensure optimal matching with a reviewer with a similar research expertise.

- Only submissions for which you have received a **submission confirmation email** have been submitted successfully. Check your spam folder in case you haven't received the confirmation email.

The JURE 2023 submission period will run from the 1st of September 2022 until the 27th of October 2022 (midnight CEST).

SUBMISSION AND FORMATS

Proposals consist of a title (100 characters maximum), an abstract (250 words maximum) and an extended summary (1000 words maximum). The submission formats below are to be submitted via the conference platform (EARLI-EAPRIL.org/my-submissions).

Paper sessions consist of three thematically clustered paper presentations, followed by a discussion with the audience. It is important that empirical papers have data and results or they will not be accepted. Theoretical papers, which provide background research, specific evidence, analytical thinking and/or recommendations on specific themes and topics, are also welcome.

Paper sessions are scheduled for 90 minutes. Three presenters are given 20 minutes presentation time followed by 10 minutes for questions.

Requirements for a theoretical or empirical single paper:

- A title of up to 100 characters (including spaces).
- An abstract of 150 - 250 words.
- An extended summary of 600 - 1000 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This extended summary is the basis for the reviews.
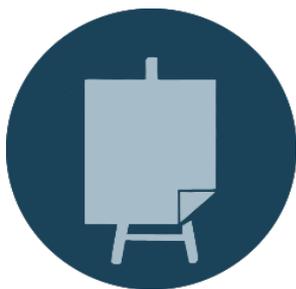
Interactive poster sessions involve four to six posters. A short presentation of about 5 minutes for each poster is given to an audience gathered as a group. After the authors' brief presentation, an in-depth discussion between them and the audience follows. The poster sessions offer researchers the chance to present their work in a visual format and offer more opportunities for interaction and discussion.

Poster sessions are scheduled for 90 minutes. Four to six presenters are each offered a brief presentation slot to introduce the poster (max. 5 minutes), after which there will be time to discuss each poster in greater depth, in smaller groups.

Requirements for a poster:
- A title of up to 100 characters (including spaces).
- An abstract of 150 - 250 words.
- An extended summary of 600 - 1000 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This extended summary is the basis for the reviews.
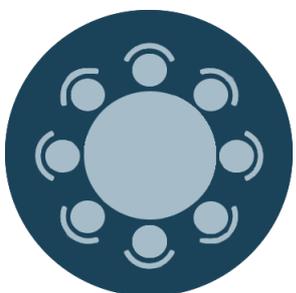
Roundtable sessions offer opportunities for a more discursive exploration of research issues. This may well involve discussion of work in progress. The presenters elaborate on their emerging data and theory, and invite the participants to contribute to a discussion on potential challenges. Three presenters will explain and discuss their research one after another.

Each presenter has five minutes to introduce his/her project and raise one or two open questions. Twenty-five minutes are intended for discussion.

Requirements for a roundtable:
- A title of up to 100 characters (including spaces).
- An abstract of 150 - 200 words.
- An extended summary of 600 - 1000 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This extended summary is the basis for the reviews.

Please note that roundtables are submitted individually and then clustered thematically into a roundtable session by the conference organisers.

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Below, you can find further clarification on the different elements which should be included in your paper, poster or roundtable submission.

Title: The shortest but still informative summary of the paper (max. 100 characters).

Abstract: An abstract is a summary of the entire proposal. It should be accurate, self-contained, non-evaluative and coherent.

Keywords: Select four keywords which specify the paper both on a macro and micro level.

Theoretical background: The central information about the theory is given in an adequate literature review (only citations relevant to the topic should be given). The research problem should be presented early. Furthermore, it should be shown how the problem is grounded, shaped, and directed by theory.

Aim/research question/hypothesis: The topic of investigation is clear. Avoid ambiguous research questions. Hypotheses under investigation should be stated explicitly.

Method: An adequate description of methodology is given (sample, design, materials, procedure), which is sufficiently detailed for replication. The research design is appropriate to investigate the research question.

Results: Appropriate statistical techniques or qualitative data analyses are used. Inappropriate statistical analyses (e.g., lack of descriptive measures or unclear order of entry of variables in a regression analysis) should be avoided. If the text contains a large number of statistics, consider putting them into tables or figures. Qualitative analyses should be described comprehensively.

Discussion: Theoretical or practical implications that can be drawn from the study are identified and discussed. Conclusions, which are kept within the boundaries of the findings, are given.

References: List all sources that have been referred to in the abstract or extended summary. Make sure that the references are conform to APA editorial style. References can either be included in the text box provided for the extended summary, as long as they do not exceed the 1000 word count - otherwise, a list of references can be added as one of three attachments.

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SUBMISSION PROCESS

Once you have prepared your proposal according to the information outlined above, it can be submitted through your EARLI account (EARLI-EAPRIL.org/my-submissions).

You will be able to enter the required information directly in the submission tool, through the text boxes provided. If, for any reason, you cannot complete the submission process all at once, you can save your progress and return to the submission at a later date. Please make sure to complete the submission before the submission deadline, as submissions that remain in draft mode will not be considered for the review process.

You can consult the status of your submission at any time between the opening of the submission tool and the submission deadline:

- A submission with status "**draft**" has not been fully submitted and will not be considered for the review process.
- A submission with status "**pending review**" or "**pending announcement**" has been correctly forwarded for peer review.
- Upon successful submission of your proposal, you will also receive an **automatic confirmation email**. Please be advised that these are sent to the submitter of the proposal, not to the presenting author (in case the proposal is submitted by a colleague).

All submission information (including your name) will be published in the conference programme exactly as submitted by you. Hence, take extra care to avoid spelling and other mistakes.

During the submission of your proposal you will be asked to indicate:

- The format of your submission, i.e. paper, poster or roundtable;
- The SIG which best fits your proposal (optional);
- The domain which best fits your proposal (optional);
- The title, abstract and extended summary according to the guidelines outlined above;
- The authors or presenters linked to your proposal;

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- Any specific equipment you might need for your presentation at the conference;
- Four keywords which best match your proposal. These are mandatory and will be used for assigning your proposal to a reviewer with a similar research interest as well as grouping accepted submissions in sessions for the final conference programme.

Please note: Choosing your keywords, SIG and domains is very important so take the time to do this carefully. The system will automatically assign your contribution to reviewers whose background best matches your selections of keywords, SIG and domain.

When selecting your keywords, try to avoid using general keywords only (such as "higher education", "quantitative methods", ..) but opt for a mix of general and specific keywords.

For example, a study examining achievement motivation of secondary education students in mathematics can be defined with "Achievement", "Mathematics/Numeracy", "Motivation" and "Secondary Education". Should you leave out specific keywords such as "Mathematics/Numeracy" or "Secondary Education", your presentation might well end up in a session on motivation in primary school children learning to read and write.

Keywords are used to create the conference programme, i.e. to group the submission in a session with papers of related topics but also, if possible, to avoid scheduling two sessions on the same topic in parallel. In all cases, the International Programming Committee has the final responsibility to assign the individual proposals to a particular session format, based on the reviews received.

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CHAIRING

On top of presenting your own research, you can also volunteer to act as an JURE 2023 Chair in a paper, poster or roundtable session.

Do you wish to act as a chair for JURE 2023? You can either sign up when submitting your proposal, or directly through your EARLI account. All appointed chairs will be notified of their chairing duties upon publication of the conference programme.

For each session at JURE 2023, chairs are asked to do two key things. Firstly, the chair acts as the **Master of Ceremonies** for the session, ensuring everyone keeps to the allotted time. Secondly, the chair is an **enabler of interaction and discussion**, one of the most important aspects of a research conference. Find out more about what this role entails at bit.ly/EARLI2023_CHAIR

REVIEW

Once your proposal has been successfully submitted, it will be considered for double blind peer review. Each proposal will be assessed by both a senior and junior researcher. As such, we kindly ask each submitter to sign up as a reviewer as well. **Acting as a reviewer is mandatory to take part in the JURE 2023 submission process**.

You can sign up to act as a reviewer immediately after completing the submission process, as you will automatically be asked whether you wish to act as a reviewer for JURE 2023. Alternatively, you can sign up as a reviewer any time at EARLI-EAPRIL.org/my-reviews.

The review process will kick off shortly after the submission deadline has expired (27th of October 2022, midnight CET) and will conclude on the 17th of January 2023. You will be notified of the review outcome on the 15th of February 2023.

If your proposal has been accepted for presentation, it will be considered for the conference programme, provided that at least one of the presenting authors has registered.

Further information will be communicated across our social channels (#JURE2023), our mailinglist and website (EARLI.org/JURE2023).

KEYWORDS FOR JURE 2023

Please note that the keywords will be listed alphabetically in the submission system.

Analysis and Evaluation Methods
Eye tracking
Learning analytics
Meta-analysis
Mixed-method research
Q-methodology
Qualitative methods
Quantitative methods

Areas of Research (macro level)
Art education
Artificial intelligence
Assessment methods
Classroom Assessment
Large-scale Assessment
Bilingual education
Citizenship education
Classroom management
Communities of learners and/or practice
Computer-assisted learning
Computer-supported collaborative learning
Cultural diversity in school
Curriculum development
Dialogic pedagogy
Economics of education
Educational neuroscience
Educational policy
Engineering education
Environmental education
Ethics
Example-based learning
Foreign and second language acquisition
Game-based learning
Gender issues
Health-care education
Inclusive education
In-service teachers

Instructional design
Inquiry learning
Knowledge construction
L1/Standard Language acquisition
Migrant, refugee and minority students
Multicultural education
Multimedia learning
Pandemic
Pre-service teachers
Problem-based learning
Researcher education
School effectiveness
School leadership
Science education
Simulation-based learning
Special education
Synergies between learning, teaching and research
Teacher Effectiveness
Teacher efficacy
Teacher professional development
Teaching/Instructional Strategies
Tool development
Video-based learning

Areas of Research (micro level)
Achievement
Anxiety and stress
Argumentation
At-risk students
Attitudes and beliefs
Bullying
Burnout
Cognitive development
Cognitive skills and processes
Cooperative/Collaborative Learning
Communication skills
Competencies
Comprehension of text and graphics
Computational thinking
Conceptual change
Creativity/Divergent thinking
Critical thinking

Developmental processes
Digital literacy and learning
Educational attainment
Emotion and affect
Engagement
Feedback
Gifted and talented students
Goal orientations
Interest
Learning and developmental difficulties
Learning and developmental disabilities
Learning approaches
Learning strategies
Educational Technologies
Metacognition
Mindsets
Misconceptions
Morality and moral development
Motivation
Parental involvement in learning
Parents' beliefs and affect
Peer interaction
Personality
Problem solving
Reasoning
Resilience
Self-concept
Self-determination
Self-efficacy
Self-regulated learning and behavior
Social aspects of learning and teaching
Social development
Social interaction
Student drawings
Sustainable development
Teaching approaches
Immersive Technologies for Learning
Well-being

Discipline

Mathematics/Numeracy
Reading
Religiosity and spirituality
Social media
Social sciences and Humanities
Writing/Literacy
Science and STEM

Level of Education and Setting

Doctoral education
Early childhood education
E-learning/ Online learning
Higher education
Informal learning
Lifelong learning
Mentoring and Coaching
Primary education
Secondary education
Vocational education and Apprenticeship training

DOMAINS FOR JURE 2023

Assessment and Evaluation
Cognitive Science
Culture, Morality, Religion and Education
Developmental Aspects of Instruction
Educational Policy and Systems
Higher Education
Instructional Design
Learning and Instructional Technology
Learning and Social Interaction
Learning and Special Education
Lifelong Learning
Motivational, Social and Affective Processes
Teaching and Teacher Education

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EARLI SPECIAL INTEREST GROUPS (SIG)

SIG 01 - Assessment and Evaluation
SIG 02 - Comprehension of Text and Graphics
SIG 03 - Conceptual Change
SIG 04 - Higher Education
SIG 05 - Learning and Development in Early Childhood
SIG 06 - Instructional Design
SIG 07 - Learning and Instruction with Computers
SIG 08 - Motivation and Emotion
SIG 09 - Phenomenography and Variation Theory
SIG 10 - Social Interaction in Learning and Instruction
SIG 11 - Teaching and Teacher Education
SIG 12 - Writing
SIG 13 - Moral and Democratic Education
SIG 14 - Learning and Professional Development
SIG 15 - Special Educational Needs
SIG 16 - Metacognition
SIG 17 - Methods in Learning Research
SIG 18 - Educational Effectiveness and Improvement
SIG 19 - Religious and Spiritual Education
SIG 20 - Inquiry Learning
SIG 21 - Learning and Teaching in Culturally Diverse Settings
SIG 22 - Neuroscience and Education
SIG 24 - Researcher Education and Careers
SIG 25 - Educational Theory
SIG 26 - Argumentation, Dialogue and Reasoning
SIG 27 - Online Measures of Learning Processes
SIG 28 - Play, Learning and Development