2026 EARLI SIG 6 & 7 Conference – Submission Guidelines

These guidelines provide detailed information for authors preparing submissions for the **2026 EARLI SIG 6 & 7 Conference**, including requirements, format, key deadlines, and contact information. Proposals can be submitted via the EARLI system:
https://www.earli-eapril.org/conference/101/registration

GENERAL REQUIREMENTS

General Rules for Submitters:

1. An EARLI account is required to submit a proposal or register for the conference. Prospective submitters who do not have an EARLI account can create one free of charge at EARLI-EAPRIL.org.
2. Please ensure that your personal and professional details are up to date, as this information will be used for further communications and to generate the conference program. The email addresses provided will be used to retrieve the participants' details from the EARLI database, ensuring that the necessary professional information is linked to your proposal.
3. Avoid creating multiple accounts, as this could lead to issues with interactions later.
4. For co-authors who will not participate in the conference, an account is not required, as this information can be entered manually during submission.

General Rules for Submissions:

1. All submissions should be made anonymously to ensure a fair, double-blinded review process. Please do not include your name or affiliation in your abstract or in any of your uploaded files, either in the file name or in the actual file. Please blind all author references in the file data.
2. A maximum of <u>one submission as a first author</u> of a presentation (single paper presentation, paper presentation in a symposium, or no-or-not-perfect data presentation) <u>AND</u> of <u>one submission as first author</u> in an interactive format (poster presentation, tool presentation, or educational technology presentation) is allowed.
3. You can only act as a discussant at a symposium once (but in addition to a presentation or an interactive format). You may participate as a chair or a non-presenting co-author as many times as you like.
4. Please note that the SIG 6 & 7 conference can only accept proposals within the field of instructional design and/or technology-enhanced learning and instruction, and that demonstrate a clear relevance for educational researchers and the overall advancement of educational research.
5. The programme committee reserves the right to change single paper presentations to poster format.
6. By submitting, the first authors agree to carry out two reviews for the conference. It is possible to delegate reviews by emailing the name and email address of the delegate to the SIG Program coordinator, Juliette Desiron: juliette.desiron@unifr.ch (please use a clear email subject such as "Delegating my review duties for the SIG 6 & 7 Meeting").
<u>Complete the reviewer form</u> to provide us with correct keywords for your expertise.

PRESENTATION FORMATS

Symposia

Symposia include <u>four</u> closely related single papers (12 minutes of presentation and 3 minutes for clarification questions) followed by a discussion by the discussant (10 minutes) and an exchange with the audience (15 minutes). Multiple time slots are already reserved for this presentation format.

The contributions should come from at least <u>two</u> countries (the contribution of a discussant counts as an additional country) and <u>three</u> institutions.

The overall proposal should include a general description (see the symposium requirements) and outline the context in which the four contributions will be discussed—the paper contributions, presented in the single paper format. Each paper follows the submission guidelines for "single paper".

Requirements for the symposium as a whole:
- A title clearly describing the symposium (max. 100 characters, including spaces).
- An abstract of 150 - 250 words providing information regarding the aims and the scientific and educational relevance of the symposium and explaining the context in which the contributions will be discussed. Please pay special attention to the coherence of the symposium presentations.
- Four keywords from the list (see pages 4-5) that best match your proposal.
- The name of the chair and the name of the discussant.
- References in a separate file.

When submitting a symposium, ensure that the email address entered for each active participant (i.e., presenting authors, chairs, organizers, discussants) matches the one they have entered in the EARLI database. Consequently, each active conference participant must have an EARLI account and provide the submitter with the corresponding email address before the submission.

<u>Important</u>: When submitting your proposal, you will first need to save and submit each paper before submitting the symposium as a whole.

Single Paper

This format allows researchers to present their empirical <u>OR</u> theoretical work. Possible contributions to "Theoretical Work" can be theoretical or conceptual reviews or contributions to theory development. Presentations have a duration of 15 minutes (12 minutes of presentation and 3 minutes of discussion).

Requirements:
- A title of up to 100 characters (including spaces).
- An abstract of 150 - 250 words.
- Four keywords from the list (see pages 4-5) that best match your proposal.
- An extended summary of 600 - 1000 words, detailing the …
  - <u>Empirical Work:</u> 1 Introduction and Aims, 2 Methodology, 3 Findings, and 4 Theoretical and Educational Significance of the Research.
  - <u>Theoretical Work:</u> 1 Rationale, 2 Theoretical Background, 3 Methodology (if needed, add a Results section), and 4 Discussion of the Impact
- Up to 2 figure/table files.
- References in a separate file.

Posters

We plan for lengthy poster sessions with a large audience. At the conference, each poster presentation will include a 2-minute elevator pitch, which must be available via QR code on the poster, and can also be delivered in person at the poster. The poster should be DIN A0 - portrait, and it will be attached to a poster wall for a full conference day. There is a dedicated spot (60-minute poster session) to personally present and discuss your poster to/with the community.

Requirements:
- A title of up to 100 characters (including spaces).
- An abstract of 150 - 250 words.
- Four keywords from the list (see pages 4-5) that best match your proposal.
- An extended summary of 600 - 1000 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research.
- Up to 2 figure/table files.
- References in a separate file.

Poster elevator pitch (once accepted)
When preparing your poster, <u>include a QR-code redirecting to your 2-minutes elevator pitch</u>. The elevator pitch should briefly state the study's aim, highlight one or two findings, and emphasize what makes the work distinctive. Its purpose is to generate curiosity and encourage attendees to visit the poster session for a deeper conversation. You can opt for several formats such as: audio recording, visual presentation, instructor-present video.
As posters will be accessible throughout the conference day, attendees will be able to view both posters and access the pitches even outside the designated presentation time slots on site.

Additional advice for Posters:
Posters serve as an excellent starting point for focused discussions with interested researchers. An effective poster presents one clear key message, uses figures rather than text to convey the story, and follows a simple, well-structured layout.

No-or-Not-Perfect Data Presentations

This format allows presenters to present and discuss empirical work at an early stage (research ideas or work in progress). Presentations last 15 minutes (8 minutes of presentations and 7 minutes of discussion).

Requirements:
- A title of up to 100 characters (including spaces).
- An abstract of 150 - 250 words.
- Four keywords from the list (see pages 4-5) that best match your proposal.
- An extended summary of 600 - 1000 words, detailing the aims, methodology, status of the process, preliminary findings if they are already available, and theoretical and educational significance of the research or open questions.
- Up to 2 figure/table files.
- References in a separate file.

Tool and Educational Technology Demonstrations

Tool and Educational Technology Demonstrations allow presenters to display, explain, and familiarize users with a potentially practical teaching or research tool <u>OR</u> a software *designed specifically* for teaching and learning (i.e., Educational Technology). The presentation may include references to completed research, but the point of the session is to demonstrate the tool/technology (Do not present empirical research with it). The audience may share their viewpoints and experiences with similar or different tools for the same purpose, and test the tool/educational technology.

Requirements:
- A title of up to 100 characters (including spaces).
- An abstract of 150 - 250 words.
- Four keywords from the list (see pages 4-5) that best match your proposal.
- An extended summary of 600 - 1000 words, detailing the purpose and the characteristics of the educational technology or the tool to be presented, the demonstration activities planned, and its significance for research and/or educational applications. Please indicate any special equipment on-site for the presentation if you do not bring it.
- Up to 2 figure/table files.
- References in a separate file.

LIST OF KEYWORDS

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,