

2024 EARLI SIG 6 & 7 Conference – Submission Guidelines

GENERAL REQUIREMENTS

Proposals can be submitted via the EARLI system:

<https://www.earli-eapril.org/conference/101/registration>

An EARLI account is needed in order 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](https://www.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 generating the conference program. The email addresses provided will be used to retrieve the participants' details from the EARLI database, ensuring that the necessary professional details are linked to your proposal. Avoid creating multiple accounts as this could lead to interaction problems later on.

For co-authors who will not participate in the conference, an account is not required as this information can be inserted manually while submitting.

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

According to the EARLI policies, you may not present more than two proposals.

In addition, you can act once as the chair of a symposium and once as discussant, for a total of four active appearances. You may participate as a non-presenting co-author as many times as you like.

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 which demonstrate a clear relevance for educational researchers and the overall advancement of educational research.

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

Finally, to ensure a smooth review process, first authors of each submission agree to carry out two reviews for the conference. It is of course possible to delegate reviews.

PRESENTATION FORMATS

Symposia

Symposia include 4 closely related 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 three different countries (the contribution of a discussant counts as an extra country). The overall proposal should include a general description (see requirements for symposium as a whole) and the paper contributions following the paper presentation format.

Requirements for the symposium as a whole:

- A title clearly describing the symposium (max. 100 characters, including spaces).
- An abstract of 100 - 250 words providing information regarding the aims, the scientific and educational relevance of the symposium. Please pay special attention to the coherence of the presentations of the symposium.
- Four keywords from the list (see pages 4-5) which best match your proposal.
- The name of the chair and the name of one discussant.
- References.

When submitting your proposal, you will first need to save and submit each individual paper, before submitting the symposium as a whole.

Single paper

This format allows researchers to present their empirical or theoretical work. 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 100 - 250 words.
- Four keywords from the list (see pages 4-5) which best match your proposal.
- An extended summary of 600 - 1000 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research.
- References.

Posters & Demonstrations

We plan for lengthy and interactive poster sessions with a large audience. The sessions will start with 2-minute Blitz presentations in plenary, ensuring enough time for discussion to make this an interactive format. Poster sessions last 60 minutes.

ICT Demonstrations allow presenters to display, explain and familiarize users with a potentially useful teaching or research tool or method. The presentation may include references to completed research, but the point of the session is to demonstrate the tool, not present the research for criticism. The audience may offer their viewpoints and share their experiences with similar tools or different tools for the same purpose.

Requirements:

- A title of up to 100 characters (including spaces).
- An abstract of 100 - 250 words.
- Four keywords from the list (see pages 4-5) which best match your proposal.
- An extended summary of 600 - 1000 words,
 - for posters: detailing the aims, methodology, findings, and theoretical and educational significance of the research.
 - for demos: detailing the purpose and the characteristics of the tool or method to be presented, the demonstration activities planned, and its significance for research and/or educational applications.

Additional advice:

Posters provide a great starting point for discussion about your work with interested and knowledgeable researchers. A good poster focuses on a concise, often single, key message. Graphs and images tell the story rather than text. A good poster keeps its sequence well-ordered and obvious.

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 100 - 250 words.
- Four keywords from the list (see pages 4-5) which 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.
- References.

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,