Submission Guidelines

This guide aims to help you in choosing the appropriate submission format as well as in preparing your submission in alignment with the submission guidelines to contribute to the scientific programme of the Joint SIG 20 and SIG 26 conference 2020, in Utrecht, The Netherlands.

Both empirical and theoretical proposals for symposia, papers, posters as well as ICT demonstrations are welcome. Information on the requirements and duration of the proposals can be found under the appropriate submission type below. Before submitting your proposal, we recommend reading this information as well as the following submission guidelines:

- An EARLI account is needed in order to submit a proposal or register for the conference. Users who do not have an EARLI account can create one via the EARLI homepage.
- Proposals can only be submitted through the conference website. Submissions via email will not be accepted.
- It is important to read the instructions below carefully so that you select the appropriate format for your presentation. Selecting an inappropriate format may significantly reduce the chances of acceptance of your proposal!
- For each submission, a presenting author is needed. If your proposal is accepted, the
presenting author will need to register for the conference in order to schedule the proposal.

- 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 appearances. You may participate as a non presenting co-author as many times as you like.

- All submissions should be done completely anonymously, to ensure a fair review process.

- The conference programme will avoid timetable conflicts for presenting authors, chairpersons and discussants, but not for co-authors.
SUBMISSION TOPICS

We welcome submissions that contribute to the aim of offering learners opportunities for engaging in inquiry practices. For instance, research related to:

- Learning contexts (e.g. Inquiry in different domains, either academic or professional; computer-supported inquiry learning; visualizations and simulations; mobile learning)
- Strategies and methods of instruction (The role of the teacher; scaffolding; intelligent tutoring; adaptive systems; agent-based learning; collaborative inquiry learning; model-based learning; discovery-based learning; problem-based learning; project-based learning; game-based learning; productive failure)
- Student outcomes –knowledge, skills and attitudes– (Knowledge building; graphing literacy; motivation; interactions between skill acquisition & learner characteristics; metacognition and regulation; performance assessment; assessment techniques)

SIG 26 (Argumentation, Dialogue and Reasoning)

- Learning from and through dialogue and argumentation
- Argumentation in and across domains (Mathematics, History, etc.)
- Motivation, affect, social dynamics and epistemology
- Dialogue, reasoning and argumentation in multicultural contexts
- Designing for dialogue, reasoning and argumentation
- Online dialogue and argumentation
- Teacher professional development for argumentation and dialogue
- Methods for analyzing dialogue, reasoning and argumentation
SUBMISSION FORMATS

Please submit your research following the submission formats: paper (regular or JURE), poster, ICT demonstration, symposium.

All submissions should include:

- Name(s), affiliation, address, and email address of all the authors
- Title of the presentation
- Preference for submission format, including regular or JURE
- Abstract of max. 300 words
- Extended summary: Paper (max. 1500 words), poster (max. 1500 words), ICT demo (max. 1500 words), symposium (3-4 papers x max. 1500 words & max. 500 words general abstract/introduction)

Language note: All submissions should be in English – also all talks and presentations at the conference will be in English.

All submissions will be reviewed by members of the scientific committee of the conference in a double-blind format.
Symposia provide an opportunity to present research on one topic, often from multiple perspectives, compiling a coherent set of papers for discussion. Symposia sessions are directed by a chair, involving 3 - 4 presenters and one discussant. A symposium is scheduled for 90 minutes, allowing 15 minutes presentation time per speaker, ten minutes for the discussant, and 20 minutes for open discussion. Symposia organisers are recommended to set an early deadline for contributors and check each individual submission for its own quality, its relevance and coherence to the symposium topic prior to submission.

Requirements for the symposium as a whole:
- An abstract of max. 500 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. This is one of the primary reasons that symposium proposals have not been accepted in the past.
- The title of the symposium, the title of each presentation (four presentations per symposium) with the name and affiliation of each author.
- The name of the chair and the name of one discussant.

Requirements for each individual presentation in the symposium:
- A title of up to 100 characters (including spaces) for each individual presentation.
- An abstract of max. 300 words for each individual presentation.
- An extended summary of max. 1500 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This means that if a symposium
consists of four individual presentations, each symposium participant should prepare an extended summary of max. 1500 words, making a total of four summaries.

Room set-up: A computer, digital projector, and internet access will be provided in each room.
PAPER SESSIONS

Paper sessions consist of 3-4 paper presentations and last 90 minutes. Each presenter will be given 15 minutes presentation time, followed by 5 minutes for questions. At the end of all presentations, there is a ten-minute open discussion. It is important that empirical papers indicate clear data and results, or they will not be accepted. Theoretical papers, of course, are also welcomed. Research that is at an earlier stage is very suitable for poster sessions. Papers in each session will be thematically grouped.

Requirements for a theoretical or empirical paper:
- A title of up to 100 characters (including spaces).
- An abstract of max. 300 words.
- An extended summary of max. 1500 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This extended summary is the basis for the reviews.

Room set-up: A computer, digital projector, and internet access will be provided in each room.
SUBMISSION TYPES & REQUIREMENTS

POSTER PRESENTATIONS

This format is perfect for developing research and/or preliminary results. There will be different time-slots for the poster presentations to allow each poster enough time and space to be seen. The poster sessions offer presenters the opportunity for interaction and discussion with the audience. The presenters of the posters are expected to be at their poster for the whole poster session to get in contact with their interested audience.

Requirements for preparing a poster presentation:

- A title of up to 100 characters (including spaces).
- An abstract of max. 300 words.
- An extended summary of max. 1500 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This extended summary is the basis for the reviewers.

Room set-up: Poster boards and materials for fixing to the board will be provided. Please bring posters in A0 or A1 format.

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.
ICT Demonstrations allow presenters to display, explain and familiarise 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. ICT Demonstrations are scheduled for 90 minutes.

Requirements for preparing an ICT demonstration:
- A title of up to 100 characters (including spaces).
- An abstract of max. 300 words.
- An extended summary of max. 1500 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This extended summary is the basis for the reviewers.

Room set-up: Computer lab with digital projector and internet access.

Additional advice: When submitting an ICT proposal, please make sure to indicate in detail all the kind of equipment and facilities that you will need.
JURE PAPER & POSTER PRESENTATIONS

The JURE paper and poster presentations won't be different in their format from the other paper and poster presentations. As such our JURE members can just follow the information provided above (Please check previous requirements and room set-up in relation to paper and poster presentations).

JURE members who will submit their work in the JURE track will receive useful feedback by senior members of the community, dedicated to attend the JURE poster and paper sessions.
GENERAL SUBMISSION GUIDELINES FOR SIG20 & SIG26

To submit your research contribution (i.e. paper, poster, symposium, ICT demonstration), it is necessary to have an EARLI account. Creating an EARLI account is free for everyone. To submit your paper there is no need for being EARLI member nor member of any EARLI SIG. Nevertheless, as EARLI member you will benefit from special discounts when registering for the conference.

You can submit your proposal here: https://www.earli-eapril.org/submission/76/create

After clicking on “new submission” (or “new symposium”) you will be able to fill in your submission. There you may choose the more specific submission type, keywords, etc. Please consider that you have to copy the text of your submission into a text field during the submission process. You won’t be able to submit your paper as word or pdf. Beyond that, you will be able to upload up to two additional figures or tables. Nevertheless, please make sure that all relevant information for the review process can be found in the text you will submit.

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

- The format of your submission: symposium, paper, poster, ICT demonstration
- Whether your paper or poster is empirical or theoretical;
- At least 4 keywords, which you will need to select from a list, which best represent 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 (See the keywords list below) accepted
submissions in sessions for the final conference programme;
➢ To which SIG your proposal fits best: SIG 20, SIG 26 or both
➢ The most applicable domain of the conference (choose only one).
KEYWORDS FOR THE JOINT SIG20 & SIG26 CONFERENCE 2022

- Action research
- Case studies
- Comparative studies
- Content analysis
- Conversation/Discourse analysis
- Design-based research
- Discourse analysis
- Ethnography
- Experimental/Quasi-experimental studies
- Interaction analysis
- Large-scale studies
- Learning analytics/Educational datamining
- Longitudinal studies
- Meta-analysis
- Mixed-method research
- Psychometrics
- Qualitative methods
- Quantitative methods
- Secondary data-analysis
- Social-network analysis
- Survey research
- Video analysis

Settings / Participants
- Doctoral education
- Early childhood
- Higher education
- Informal learning
- In-service teacher education
- Lifelong learning
- Online learning
- Out-of-school learning
- Pre-K-6 education
- Pre-service teacher education
- Researcher education
- Secondary education
- Vocational or technical education
- Workplaces

Theoretical Frameworks / Grounding
- Communities of learners
- Communities of practice
- Constructionism
- Constructivism
- Cultural-historical activity theory
- Distributed cognition
- Embodied cognition
- Poststructuralism
- Schema theory
- Situative theory
- Social cognition theory
- Social constructivism
- Sociocultural theory
- Dialogism/Dialogic theory
Pedagogies / Learning approaches
- Agent-based learning
- Case-based learning
- Computer-assisted learning
- Computer-supported collaborative learning
- Cooperative / Collaborative learning
- Dialogic education / learning
- Discovery-based learning
- Embodied learning
- Game-based learning
- Inquiry learning
- Mobile learning
- Model-based learning
- Problem-based learning
- Project-based learning
- Technology-enhanced learning

Fields / Domains
- Arts
- Biology
- Computing education
- Engineering
- Environmental education
- Geography
- History
- Language learning
- Mathematics
- Medical education
- Moral and democratic education
- Multiple domains
- Neuroscience
- Philosophy
- Physical sciences
- Politics / Political sciences
- Psychology
- Religious studies
- Science education
- Social studies education
- Special / Inclusive education
- STEM / STEAM education
- Writing / Literacy

Areas of research
- Achievement
- Active citizenship
- Argumentation in multicultural contexts
- Artificial intelligence
- Assessment methods and tools
- At-risk student
- Attitudes and beliefs
- Classroom/Learning orchestration
- Cognitive development
- Collective reasoning
- Comprehension of text and graphics
- Computational thinking
- Design thinking
- Developmental aspects of instruction
- Dialogue in education
- Educational policy and systems
- Epistemological beliefs
- Fallacies and fake news
- Gender and identity
- Goal orientation
- Instructional design
- Interest and engagement
- Knowledge building
- Learner characteristics
- Learning technologies
- Learning to argue
- Misconceptions and conceptual change
- Misinformation/Disinformation
- Morality and values
- Motivation and emotion
- Online argumentation
- Peer interaction
- Problem solving
- Productive failure
- Professional development
- Critical and evidence-based thinking
- Reflection
- Reasoning
- Scaffolds and scaffolding tools
- Scientific literacy
- Scripts/Scripting
- Self-efficacy
- Self-regulation and metacognition
- Transversal skills and competencies
- Social interactions in learning and instruction
- Student learning
- Teacher effectiveness
- Visualizations and simulations