

# ISLS2023 webinar

Introducing submission and tracks

04.11.2022



[Conference Theme](#)

[Call for Papers](#)

[Welcome to Montreal](#)

ISLS Annual Meeting 2023

# Building knowledge and sustaining our community



# Outline

- Conference submission formats
- Deadlines
- CSCL and LS track distinction
- Tips for preparing a good conference manuscript and deciding on a format/track

# Submission formats

- Research papers and posters
  - Full Research Papers
  - Short Research Papers
  - Research Posters
- Symposia
- Practice-Oriented Papers (NEW!)
- Technology Innovation Papers
- Interactive Tools and Demos
- Pre-Conference Workshops
- Tutorials

# Types of contributions

- **Empirical** contributions that present studies emphasizing the major issue(s) addressed, the theoretical and methodological approach(es) pursued, major findings, conclusions, and (conceptual, empirical, practical) implications. These can include design-based research.
- **Conceptual** contributions presenting theoretical elaborations or reviews of the literature.
- **Methodological** contributions that develop and/or validate a research method, preferably providing empirical illustrations.

# Deadlines

- **21 November 2022, 23:59 US Pacific Time (PST)**
  - Full Papers, Short Papers, Posters, Practice-oriented Papers, Technology Innovation Papers, Symposia
  
- **9 December 2022, 23:59 US Pacific Time (PST)**
  - Interactive Tools and Demos, Pre-conference Workshops, Tutorials: 9 December 2022, 23:59 US Pacific Time (PST)

# Submission formats: Research papers and posters

- **Full Research Papers (8 pages):** Full papers are for mature work, requiring strong conceptual background, methodology and data and analysis.
- **Short Research Papers (4 pages):** Short papers are for work that makes significant contributions, but that is still in progress, of smaller scale, or that can be reported briefly.
- **Research Posters (2 pages):** present work in early stages and for novel and promising ideas. The two page paper should also identify the aspect of the work that will likely lead to productive discussions with conference participants in a poster session, including figures exemplifying the visual support to be provided for these discussions in the actual poster.

# Submission formats: Symposia

- **Traditional:** 75-minute sessions, with individual presentation and one commentary by a discussant, and a moderated discussion among members of the symposium and the audience. Note: a “structured poster” format is permissible, wherein the presenters are coordinated in sharing more deeply at break-out poster stations
- **Innovative – NEW!:** These are symposia reviewed by the same criteria as traditional, but include more interactive formats, such as asynchronous discussion that allow a wider level of hybrid activity in support all time zones, or to allow for protracted discussion before and after the session. In addition to the established review criteria, innovative submissions must also address (1) proposed engagement of the wider community of ISLS, including online synchronous and asynchronous modes, and (2) proposed engagement of physically co-present participants with the distributed audience.

# Submission formats: Practice/Innovation papers

- **Practice-Oriented Papers (4 pages):** focus on implementation; aim to demonstrate effective principles of design. Could include results from research-practice partnerships, implementation in school systems, & alternative (e.g., indigenous) ways of generating knowledge. Should include objective(s), what was done/designed, the implementation details, as well as what was learned from the experience & relevance for others. Work should have significant contribution from teams of practitioners & lead author should be practitioner.
- **Technology Innovations Papers (4 pages):** should describe innovative applications/designs of technology, including learning analytics tools and methods, agent-based systems, and robotics or hardware technologies in educational contexts. Should include the goal(s) of the technology, its design principles, references to previous work, what was designed and the relevant details, some initial empirical evidence based on prototype trials (if applicable,) & what was learned from design process.

# Submission formats: Pre-conference Workshops

- **Interactive Tools and Demos (2 pages):** present new interactive tools, software or environments that may be potentially interesting for teaching and learning. Submissions should indicate possible applications for learning of your submitted tools or demo.
- **Pre-conference Workshops (4 pages):** should be designed as active sessions on a focused issue. Substantial time should be allocated for interaction between participants. **NEW!** We encourage what we are calling long-tailed workshops that are reviewed by the same criteria as pre-conference workshops but include: (a) a sustained thread of multiple meetings scheduled prior to the conference (i.e., beginning after proposal acceptance that lead up to the conference workshop session), (b) activities following the workshop in the conference (e.g., joint data analysis sessions, continued discussions of research designs) and (c) curation or development of workshop products for publication on the ISLS website.
- **Tutorials (4 pages):** should be designed as collaborative (learning) experiences on a topic, technology, design or methodology within CSCL or LS. Tutorials should stimulate active participation and interaction between participants as well. Innovative format submissions are encouraged, provided they are within the scope of a tutorial.

# CSCCL submissions

The [CSCCL](#) program is dedicated to examining

- The design and evaluation of technologies that support collaborative learning/processes
- How people learn collaboratively in technologically enhanced formal/informal contexts
- The design, development, and evaluation of innovative pedagogies/models that support collaborative learning (e.g., orchestration, improvisational teaching)
- Collaboration as an engine of innovation and change to address theme of “Building Knowledge and Sustaining our Community”

Collaboration is examined at many levels of scale: small groups, learning/practice communities, organizations, and networks. Rich descriptions of collaborative processes or products are common.

# ICLS Submissions

The [ICLS](#) program focuses on:

- How people learn in a variety of formal and informal contexts
- The design, development, and evaluation of innovative pedagogies/theories of learning and instruction, combining multiple methodologies and disciplinary, e.g. psychological, anthropological, and/or sociological perspectives on processes and outcomes of education
- The design and evaluation of technologies that support learning
- The examination of learning processes, mechanisms, its complex outcomes, e.g. how educational designs and/or technologies can promote diversity, equity, and justice in educational contexts.
- Also: note the conference's theme of "Building Knowledge and Sustaining our Community"

# Review process

General format:

- **Phase 1:** Local Conference Organizers define how many sessions will take place and the number of accepted submissions slots
- **Phase 2:** Double blind review of each submission by 2-4 reviewers
- **Phase 3:** Senior reviewer is picked for each submission, she/he reads all reviews, writes a summary, and recommends a decision
- **Phase 4:** Conference Chairs determine slots available for each submission type using number of slots determined at Phase 1. They pull scores submitted from submission system and sort each submission format by average score. They look at top papers-ensuring there are no errors. They spend most time discussing those near cut off, reading info from senior reviewers; prioritizing those that match theme or are of significant value to the field, etc.
- **Phase 5:** Accepted authors implement changes suggested by reviewers and submit camera-ready versions.

Note: there is no rebuttal period or communications between authors and reviewers. Decisions are final.

# Tips for quality submissions

## For traditional submissions:

- Decide what audience, ICLS or CSCL, will provide the best feedback, support, and resources for your work and interests
- Decide what submission format matches the stage of your work: Do you need...
  - early feedback (poster)
  - refinement of ideas (short paper)
  - amplification/draft of mature work (full paper)
  - community knowledge building and network creation (symposia)
- Articulate your research problem and contribution clearly- “this has not been studied” is not a strong argument. A better argument is “this is what we know, this is what we have yet to know.”
- Ensure that your paper has a coherent argument with literature/theory that supports the need for your research questions, the methods/procedures you chose, findings align with research questions, and discussion goes back to the theoretical argument to explain how the findings answer the questions, connect to other research, and extend what is known in the field

# Tips for quality submissions

## For traditional submissions:

- Anonymize correctly: In our previous work (Authors, 2022), or research has shown that ongoing racial inequity has severe negative mental health consequences (Romero & Roberts, 2003; Authors 2003; 2006)- list as Authors in references too
- Ensure that submissions focus on rich learning processes or outcomes and that **definitions of learning and methods used align with those in the field**- surveys are not a primary method self-report of learning nice for triangulation, but not sufficient alone
- Watch for the word count balance between the different sections -- you need space to talk about your own work so, for example, do not let the literature review take 60% of the space!

# Tips for quality submissions

## For practice oriented and technology innovation submissions:

- Decide what audience, ICLS or CSCL, will provide the best feedback, support, and resources for your work and interests
- Practice oriented
  - Ensure that instructional design and implementation align with those valued/examined/promoted in the field; if possible focus on areas that are of particular interest or under represented in the field (research-practice partnerships, community/work organizations, urban education, alternative (e.g., indigenous) ways of generating knowledge)
  - Ensure first author is a practitioner
  - Ensure other practitioners can learn from your experiences
- Technology innovation
  - Ensure that technology or how it is used is novel/innovative
  - Ensure that the goal(s) of the technology, design principles, and/or implementation are guided by theories, pedagogies, or practices that are valued/examined/used by the field
  - Ensure that you have some initial findings, i.e., beta testing, user study, user feedback, etc.

# Questions?

- Differentiating the conferences and their topics; Is there a proposal scoring rubric?
- Expected topics, methods, format
- Doctoral Consortium
- How are the submissions, specifically posters, evaluated?
- How do I decide what presentation format and submission category are the best fit for me?
- How do I reference our previous research to not affect the blind selection process?
- How is it related to a formal publication?
- How to improve my success of submitting a proposal that is accepted
- How to submit: This is my first time submitting to ISLS/ICLS, a walkthrough/demo of the process for submitting would be helpful
- I am a PhD student who presented a poster at the New Member Sess. last year. Without empirical data, can I present something?
- **Is it encouraged to submit work that is relevant to the LS community but that not directly fit into this year's conference topic**
- What are the most common errors made in ISLS paper submissions?
- What is appropriate for the pre-conference workshops? Can these be practitioner-oriented?
- What is the character of information you are hoping for in your practitioner papers stream?
- What's new or changed this year?
- Which format is best for me as a presenter