

## **Guidelines for submitting short papers, symposia, workshops, demonstrations and posters for ALT-C 2004**

ALT-C 2004 invites the submission of abstracts describing for presentations in the following session types:

- workshops (45 or 90 minutes);
- short papers (15 minutes, as part of a 60-90 minute session);
- symposia (60 minutes);
- posters;
- demonstrations (15 to 30 minutes).

### ***Workshops (45 or 90 minutes – 300 word abstract)***

Workshops involve active participation and discussion with the focus on participants being able to develop skills, conceptual understanding or practical ideas for future implementation in their own practice. We will particularly welcome proposals for workshops which enhance the ability of participants to evaluate, research or reflect on their practice, including opportunities for dissemination.

A workshop might also take the form of a ‘master class’ where, for example, an aspect of research or evaluation is dealt with in more depth and might be aimed at ‘new’ researchers.

### ***Short papers (15 minutes as part of a 90-minute session – 300 word abstract)***

Four 15-minute short paper presentations, followed by 25 minutes for general discussion. Contributors should submit their individual proposals and the programme committee will organise the groups thematically. The conference organisers may also invite proposers of short papers that address a common theme to present as a chaired symposium. Short papers are likely to reflect work in progress, innovations or other developments.

### ***Symposia (60 minutes – 500 word abstract)***

Two or three presentations around a theme followed by whole group discussion. Proposers should submit details of the theme of their symposium, presenters and abstracts for the individual presentations, within the overall 500 word limit.

### ***Posters (300 word abstract)***

These are a way to visually share information such as research findings, innovative application and evaluation within a course, or the impact on student learning of a development. Whilst posters should be self-explanatory and can usefully be accompanied by handouts, presenters will be expected to be available to discuss their work at specified times during the conference.

### ***Demonstrations (15 to 30 minutes - 300 word abstract)***

These give an opportunity for participants to engage with practical examples of the use of learning technologies in learning, teaching and assessment. Presenters will be available to demonstrate and discuss their work.

## **Guidelines for submitting other presentations**

These guidelines are to advise you on how to make proposals that are more likely to be chosen for inclusion in the conference programme. Further guidelines on presenting will be given nearer the conference. However, one of the main criteria for inclusion will be the degree of interaction and participation expected of session participants. In general, you should:

- carefully read the description of the type of session to which you wish to contribute and address the particular criteria;
- keep to the 300-word limit for abstracts (500 words for symposia);
- make sure that you provide all the information requested on the submission form;

For a proposal to be accepted for presentation at the conference and included in the conference programme handbook at least one of the proposers must register for the conference by the early registration closing date.

The language of the conference will be English.

### **Preparing abstracts**

All abstracts should state clearly for which category of presentation they are being submitted. Abstracts will be expected to be in the following format.

1. Title.
2. Name of presenter(s), contact details.
3. Category (workshop, short paper, symposium, research paper, poster, demonstration).
4. Conference theme(s) addressed.
5. Up to 5 key words or phrases that which will help reviewers and people considering attending the session understand its focus.
6. Objectives/intended outcomes and activities for participants.
7. An abstract of up to 300 words (500 in the case of a symposium).
8. For workshops, preferred lengths (45 or 90 minutes).

### ***Criteria for proposal review and selection***

Proposals for presentation at the conference will be reviewed for:

- clarity and coherence of the proposal;
- relevance to the conference theme and identified sub-theme(s);
- contribution to scholarship, research and evaluation of the use of learning technologies;
- relevance and usefulness to participants;
- potential to stimulate the active engagement of participants.

Proposals must be submitted electronically to facilitate faster distribution to reviewers. The conference organisers may approach those submitting proposals to seek clarification or request changes so that they better fit the conference programme.

The emphasis of the various programme sessions will be on active participation, reflection, evaluation, and drawing on and contributing to research and scholarship in the integration of learning technologies into education. The extent to which the link is made between research, theory and practice will be a key criteria when choosing contributions for inclusion in the programme.

Consideration will also be given to the extent to which contributions explicitly address one or more of the conference sub-themes:

- technical infrastructures;
- knowledge management, standards and semantics;
- new technologies for learning, including wireless, ambient, smart and other forms of technologies, media and communications;
- tools and strategies for effective use of technologies;
- pedagogy and the social implications of the new forms of communication;
- organisational, strategic and management issues;
- evidence-based research and evaluation;
- accessibility and inclusion.

Preference will therefore be given to proposals that evaluate and draw on existing research as well as producing new findings, and look at the issues surrounding the conference theme of *Blue skies and pragmatism - learning technologies for the next decade*. In particular, sessions should reflect on future directions, in terms both of the technologies themselves, and their effect on learning and teaching, organisational structures, and individual roles and responsibilities. Proposals that are merely anecdotal or describe implementation without reflection, evaluation or linking to theory and research will not be considered.

If you have any queries related to other paper types, email Rhonda Riachi, ALT Director, [rriachi@brookes.ac.uk](mailto:rriachi@brookes.ac.uk).