

Making a proposal

This document tells you how to make a proposal for ascilite 2006. It covers proposals for papers (full and concise), symposia, posters and workshops.

Conference Theme: *Who's learning? Whose technology?*

The theme encourages you to confront one or both of these questions. (We recognise that most members of ascilite are free spirits and you will do what you want anyway. But linking to the theme will give you an edge in getting a place on the program.)

What's in our minds thinking about these questions runs roughly as follows. But please feel free to bring your own interpretations:

Who's Learning?

How well do we know our students? How can we ensure we meet their real needs and not what we imagine they might need? What do they actually do with all this neat stuff?

Learning by individuals, groups and teams. Design for individualised learning is different from design for learning teams or learning communities. Flexibility for the individual and collaboration can be competing goals. Are there good ways of assessing the work of virtual teams?

The needs of the iPod/iLife generation - and an aging & diversifying student population. We're hearing more about the characteristics, habits and demands of the iPod generation – and we need to respond to their expectations – but the student population is older and more diverse than 10 years ago. Nice examples of work here might focus on podcasting or use of social technologies; design for diversity, etc.

What are teachers learning? Organisations? The HE sector? We're not just interested in what students learn. What are teachers learning (about new ways of teaching, new conceptions of learning with technology, how to survive the intensification of academic work, etc). What can we say about organisational learning or learning across the whole of HE, especially with respect to smarter use of educational technologies?

Who's learning from research? Good research is all very well, but who is learning from it and how? How do we know? How do we improve the impact of our research and demonstrate that it has effects?

Whose Technology?

How can we plan the articulation of personal and organisational technologies? 15 years ago the challenge for tertiary education institutions was to provide enough PC labs. Now it's equipping smart learning spaces and providing wireless access. As personal technologies become more mobile, ubiquitous and powerful, where will the boundary be between what the institution provides and the learner brings? Examples of work here might share institutional strategies, report on foresight or horizon scanning exercises, or illustrate the possibilities of integrating mobile personal technologies with smart learning spaces.

User and activity-centred technology design. Examples of research and development that help us move towards a user-centered and/or activity-centered educational technology would be valuable here

E-learning, e-teaching or e-management? Some of what goes under the name of e-learning is really e-management or e-administration. Some of it is e-teaching. How much is really about learning? We'd love to hear about work that celebrates the best of e-learning, as well as critiques of current practice.

Technology in whose image? Technology design 'constructs the user'. What kind of users do we imagine, value and serve? How do we know? What can we do to surface our assumptions about learners and learning?

Papers (full and concise)

For guidance on the range of topics and kinds of papers likely to be of interest for ascilite 2006, authors are invited to browse in the Conference archives

<http://www.ascilite.org.au/conferences.html>

and in journals publishing similar content, for example the *Australasian Journal of Educational Technology* (AJET). Examples of the kinds of papers include:

- theoretical and conceptual reviews, technical reviews
- educational technology product development and implementation
- organisational, management or policy initiatives supporting educational technology developments
- development of research and evaluation methodologies for investigating technologies in education
- case studies of local experiences in implementing educational technologies
- projects in developing technology based teaching materials, resources and techniques
- curriculum and teaching development initiatives impacting on or drawing on technologies

Full papers are expected to contain major reviews, or to report on large scale case studies, evaluations, developments or projects. Concise papers are intended to provide an avenue for work in progress, for pilot studies, small scale exploratory projects, reports on highly specialised topics, brief studies on recent new developments with evaluation in progress, and similar. In exceptional cases the size limits (up to ten pages and up to four pages) may be varied by the Program Committee, assisted by Reviewer's reports.

Detailed specifications of format are provided in the *Style Sheet* and the *Word Template* available at <http://www.ascilite.org.au/conferences/sydney06/papers.html>

Papers will be subjected to a full peer review, satisfying DEST criteria for a refereed conference paper.

Symposia

A symposium typically consists of three or four papers and a discussant. The papers should be on a common theme. The presenters shouldn't all be from the same institution.

A symposium proposal consists of (a) a short explanation of the theme of the symposium (max 500 words), (b) a maximum of five papers (full or concise).

The symposium proposal will be evaluated by the Programme Chairs. If they accept the symposium proposal the papers will go for peer review. As long as at least three of the papers survive the peer review process, the symposium will have a place in the program. If the symposium proposal is not accepted, the constituent papers will still go for peer review and any accepted will be given space in the program as independent papers. Any paper that passes peer review will be offered a place in the program.

Posters

Posters are a very effective way of presenting the initial outcomes of ongoing research or of getting feedback on some preliminary research ideas. Poster proposals will be judged by three members of the Program Committee. Successful proposers will have a space large enough to put up an A2-sized display (which it should be possible to read from a distance of 2 metres). Posters will be on display for a full day.

Poster proposals should consist of: Title, author(s), affiliation(s), 200 word abstract.

Workshops

Continuing the pattern used in previous ascilite Conferences, workshops will be run on Sunday 3 December, preceding the formal opening of the Conference. The workshops constitute the Conference's most direct contribution towards staff development and professional development in educational technology and related topics. In many cases the workshops are derived from staff development activities conducted previously at the presenters' own institutions. Workshops enable participants to work with experts in specific areas to acquire knowledge, enhance skills and develop broader perspectives. These are not research presentations, although some workshops may include

topics in research skills and techniques. Workshops are longer sessions, typically half day or full day, to enable detailed discussion and interactive consideration of substantial topics and issues.

Workshop presenters may choose from a variety of classroom facilities for their sessions. These facilities include small lecture rooms (with typical AV facilities), tutorial rooms (with OHP, DVD, VHS, TV), and computer labs (PC and Macintosh with one of the computers connected to a projector).

Workshop proposals should be no longer than three pages (or 1,500 words). Proposals will be considered by the Program Committee with advice from the ascilite executive. Proposals should include the following information:

1. Length of workshop (specify half-day or full-day).
2. Facilities required.
3. Intended audience and degree of expertise required by workshop participants.
4. Clear statement of the objectives of the workshop.
5. A detailed description of the workshop format including activities workshop participants will be expected to engage in.
6. A list of previous presentations (if any) of the workshop and website or publication references (if any). Optionally, the proposers may nominate one or two referees whom the Committee may contact.
7. A summary of the workshop presenter's qualifications.

Delegates normally pay a fee for participation in a workshop (half day – full day --). Fees are split between the conference organisers and the presenter.

How to submit your proposal(s)

The online review system will be open to receive submissions from 1st May 2006.

To access the system after 1st May, go to

<http://www.ascilite.org.au/conferences/sydney06/papers.html> and follow the link for proposal submission.

Deadline for all proposals

Monday 24th July 2006

Limits to the number of papers you can present

You can only be *first* author on *one* paper (whether full or concise). You can be second or subsequent author on any number of papers. Being a workshop leader, poster presenter or symposium discussant does not affect your paper/author limit.