

# Submitting to ICLS 2014

Bill Penuel

Susan Jurow

# Plan for Webinar

- Audio and chat instructions
- Background on ICLS
- Developing a paper (overview)
- Bill and Susan share stories of how they developed successful papers
- Question and Answer

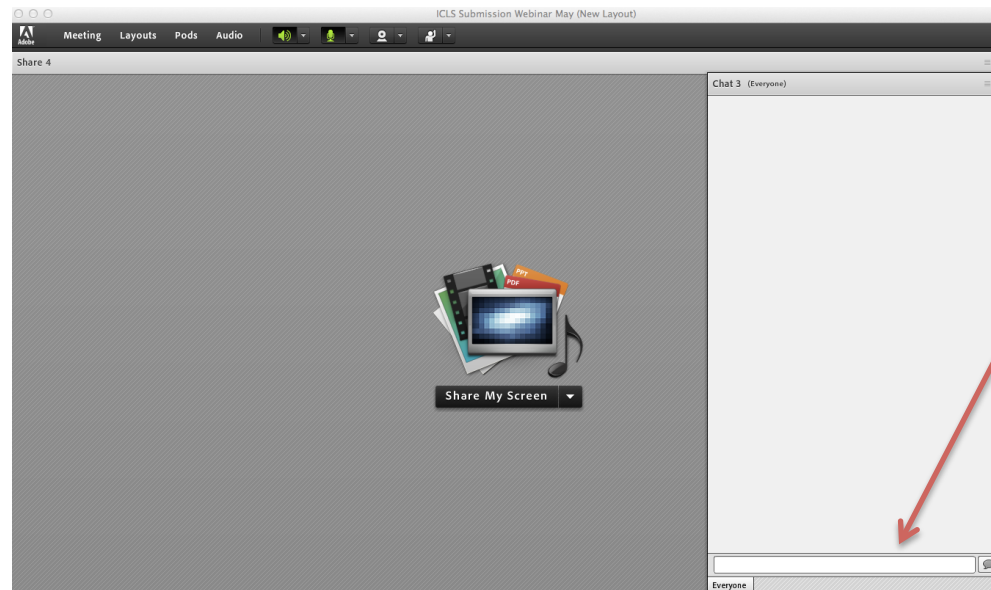
You may also join us June 4 for the second webinar.

# Adobe Connect

- Works well in most browsers (but not Chrome).
- Requires Adobe Flash to run
- If you are not hearing us, check to verify your volume is turned up, and computers speakers are on.
- If you are having difficulties, email: [bradley.grabham@colorado.edu](mailto:bradley.grabham@colorado.edu)

# Adobe Connect

- Audio is not enabled except for Susan and Bill (to prevent echo).
- Use chat window to right at any time to pose questions. We will field as we are able, and at the end.



Chat

# International Conference of the Learning Sciences

- A major conference of the International Society of the Learning Sciences
- First held in 1992, and has taken place every two years since 1996
- Each conference presents an opportunity to:
  - Share research findings
  - Expand the community to encompass a wider range of perspectives on learning

# International Conference of the Learning Sciences

- Conference proceedings within the field are recognized in evaluating research productivity.
- Acceptance rates in 2010:
  - Papers (n = 150): 50%
  - Symposia (n = 32): 86%
  - Posters (n = 77): 57%
  - *Reviewers can request longer papers be accepted as short papers or posters.*

# Breadth of the Learning Sciences

psychology

# anthropology

# linguistics



# ICLS 2014: Learning and Becoming in Practice

- Learning processes situated within practices and their relation to identity:
  - Epistemic practices of the disciplines
  - Sociocultural practices
  - Design practices
- Ways we organize our work as learning sciences
  - Analyzing and modeling learning across settings and time
  - Designing for scale and sustainability

# Need for Expansion

- Settings of practice are linked and include not only K-12 settings, but also homes, preschool settings, informal learning settings, and higher education
- Studying practice demands diverse perspectives on the cognitive, social, political, organizational, and institutional aspects of practice

# Formats for Presentation

- Symposia
  - 10 pages
  - Not complete papers but summaries of papers and an overview
- Long papers
  - 8 pages
  - Present empirical findings
  - Conceptual or theoretical papers
- Research Briefs/Issue Papers
  - 5 pages
  - Issues for learning sciences or empirical work in progress (including links to other fields)
- Posters
  - 2 pages
  - Work is in progress

# Key Points

- Due date for papers is **November 8, 2013**
- You submit a complete paper or poster, not an abstract at the time papers are due
- ISLS requires attendees, including presenters, to join ISLS
  - Cost of membership: \$109 for faculty, \$60 for students)
  - Cost of conference registration: \$ 400-450 for faculty, \$200-225 for students
  - You do not need to join, however, to submit!

# Review Process

- You can volunteer!
- Each paper will have three reviewers, including one senior reviewer. knowledgeable about the different practices.
- Criteria we are covering today are aligned with the criteria we are reviewing.

# Organization of an Empirical Report

I. Research Question and Significance

II. Conceptual Framework

a. Definition of the key construct

b. Review of relevant literature

c. Research design

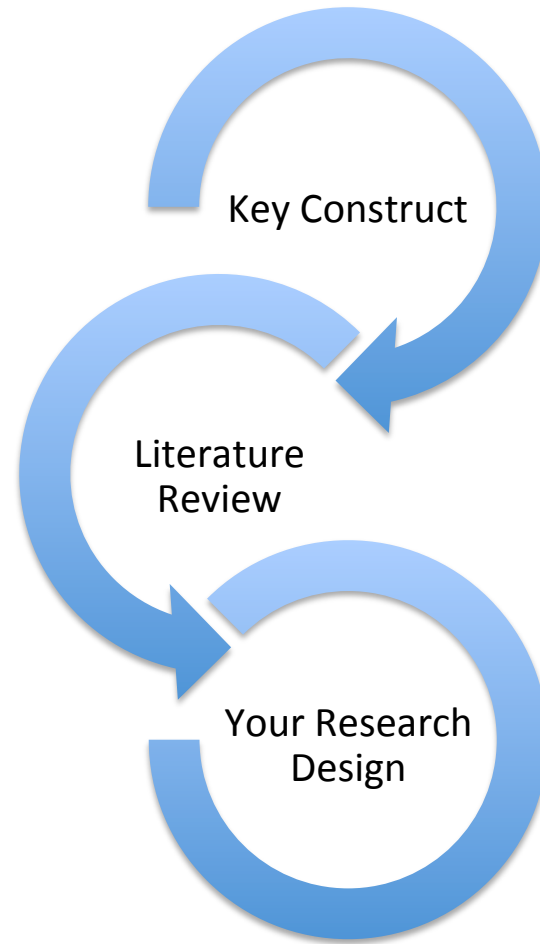
III. Presentation of Findings

IV. Summary

# I. Research Question and Significance

- A clear statement of the central research question and its significance is presented.

# Dimensions of a Conceptual Framework



## II. Conceptual Framework

- a. Definition of the key construct
  - There is a clear presentation of the construct that frames the research (e.g., learning, engagement, power, identity). The author discusses the theoretical bases of the construct and its relevance to the central research question.

## II. Conceptual Framework

### b. Literature Review

- The author discusses how the relevant literature has conceptualized the construct of interest and provides details about what the construct looks like empirically.

## II. Conceptual Framework

### c. Your Research Design

- Explains the logic of the research design. The approach to data collection, types of data sources, and the analytic methods are described. In this section, the author also addresses threats to validity and how she/he dealt with them (e.g., through a search for disconfirming evidence). The author should also include a section on the limitations of the analysis.

# Presentation of Findings

- The author makes evidence-backed claims that taken together provide an argument that answers her/his research questions. The author draws on multiple forms of data to provide evidence for his/her claims and uses the analytic tools described in the conceptual framework to present careful interpretations of the information.

# Summary

- The author writes a succinct summary that links together the purpose of the research, the research questions, and the study design, and also suggests how pursuing this research might contribute to the Learning Science's growing understanding of the issues under investigation.

# Strategies: Bill

Paper:

Harris, C. J., Phillips, R. S., & Penuel, W. R. (2010). Eliciting and developing students' ideas and questions in a learner-centered environmental biology unit. In K. Gomez, L. Lyons & J. Radinsky (Eds.), *Learning in the disciplines: Proceedings of the 9th International Conference of the Learning Sciences* (pp. 261-268). Chicago, IL: International Society of the Learning Sciences.

<http://dl.acm.org/citation.cfm?id=1854394>

## Bear in mind: Susan

- Be humble in your ambitions to speak back to theory and in generating new constructs
- Be part of a conversation in the field; consider what others have said and where your points fit

# Your Questions