This guide is meant to assist you in choosing the appropriate submission format to contribute to the scientific programme of JURE 2022. The various formats are designed to create a lively academic atmosphere, allowing for different preferences in presentation styles and to accommodate the presentation of research at various stages. Each of the formats outlined below are equally valuable but serve different purposes. EARLI actively encourages the presentation of high-quality quantitative research. If you intend to present a qualitative study, please provide clear information on both the methodology and the processes used for data analysis.

Both empirical and theoretical proposals for papers and poster presentations are welcomed at JURE 2022, as are roundtables. Proposals need to be submitted in English. Before submitting your proposal, we recommend reading these submission guidelines. Information on the requirements and duration of the sessions can be found under the appropriate submission type below.

- All submissions should be done completely anonymously, to ensure a fair review process. Please do not include your name or affiliation in your abstract, extended summary or in any of your uploaded files (both within the file itself, as in the file name).

- According to the EARLI policies, you may not present more than two proposals at the same conference. You may participate as a non-presenting co-author as many times as you like.

- It is extremely important to use the same EARLI account for all of your submissions.
• It is important to carefully read the guidance below so that you select the appropriate format for your presentation. **Selecting an inappropriate format may significantly reduce the chances of acceptance of your proposal!**

• The conference programme will avoid timetable conflicts for presenting authors, chairs and discussants, **but not for co-authors.**

**PREPARING YOUR SUBMISSION**

An active EARLI account is needed in order to submit a proposal, act as an active conference participant (Presenting Author or Chair) or register for the conference. If you don’t have an EARLI account, you can create one free of charge at [EARLI-EAPRIL.org/create-account](http://EARLI-EAPRIL.org/create-account). Please make sure to update your personal and professional details as this information will be used for further communication about the status of your submission. Equally, your full name, institute and country of employment will be displayed in the conference programme.

Please **refrain from creating multiple EARLI accounts** as this could lead to interaction problems later on. If you are struggling to access your existing EARLI account, contact the EARLI Office at [info@earli.org](mailto:info@earli.org). For co-authors who will not participate in the conference, an account is not required as this information can be inserted manually while submitting.

Proposals can only be submitted through the conference website. **Submissions via email will not be accepted.**

For each submission, a presenting author is needed. If your proposal is accepted, the **presenting author will be expected to register for the conference**. Please do note that proposals for which the presenting author has not registered on time might be removed from the programme.

**If you are submitting on behalf of a colleague who will act as the Presenting Author, you are advised to consult with them about their EARLI account. You will need to use the email address linked to their EARLI account to add them correctly as an active conference participant of your submission.**
Some valuable tips to help you to prepare and submit your proposal:

- Each submission type requires:
  o a title of up to 100 characters (including spaces)
  o an abstract of 150 - 200 words
  o an extended summary of 600 - 1000 words (including references)
  o four identifying keywords
  o at least one presenting author with an active EARLI account

Proposals that do not meet the above-mentioned requirements will not be accepted.

- Up to three images or tables can be uploaded along with your submission. Refrain from adding your name, affiliation or any other information that would violate anonymity, both to the uploaded files or in the file title.

- To find the appropriate keywords for your submission – consider the alphabetical list at the end of this document. It’s clearer than the drop-down menu in the submission system. You will be asked to add four keywords to your proposal, to ensure optimal matching with a reviewer with a similar research expertise.

- Only submissions for which you have received a submission confirmation email have been submitted successfully. Check your spam folder in case you haven’t received the confirmation email.

The JURE 2022 submission period will run from the 1st of November 2021 until the 20th of January 2022 (midnight CEST).
SUBMISSION AND FORMATS

Proposals consist of a title (100 characters maximum), an abstract (200 words maximum) and an extended summary (1000 words maximum). The submission formats below are to be submitted via the conference platform (EARLI-EAPRIL.org/my-submissions).

**Paper sessions** involve 3 conceptually linked papers which are presented and discussed.

Paper sessions are scheduled for 90 minutes. Three presenters are given 20 minutes presentation time followed by 10 minutes for questions.

**Requirements** for a theoretical or empirical single paper:

- A title of up to 100 characters (including spaces).
- An abstract of 150 - 200 words.
- An extended summary of 600 - 1000 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This extended summary is the basis for the reviews.

**Interactive poster sessions** offer researchers the chance to present their work in a visual format and offer more opportunities for interaction and discussion.

Poster sessions are scheduled for 90 minutes. Four to six presenters are each offered a brief presentation slot to introduce the poster (max. 3 minutes), after which there will be time to discuss each poster in greater depth, in smaller groups.

**Requirements** for a poster:

- A title of up to 100 characters (including spaces).
- An abstract of 150 - 200 words.
- An extended summary of 600 - 1000 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This extended summary is the basis for the reviews.
Below, you can find further clarification on the different elements which should be included in your paper, poster or roundtable submission.

**Title:** The shortest but still informative summary of the paper (max. 100 characters).

**Abstract:** An abstract is a summary of the entire paper. It should be accurate, self-contained, non-evaluative and coherent.

**Keywords:** Select four keywords which specify the paper both on a macro and micro level.

**Theoretical background:** The central information about the theory is given in an adequate literature review (only citations relevant to the topic should be given). The research problem should be presented early. Furthermore, it should be shown how the problem is grounded, shaped, and directed by theory.

**Aim/research question/hypothesis:** The topic of investigation is clear. Avoid ambiguous research questions. Hypotheses under investigation should be stated explicitly.

**Method:** An adequate description of methodology is given (sample, design, materials, procedure), which is sufficiently detailed for replication. The research design is appropriate to investigate the research question.
Results: Appropriate statistical techniques or qualitative data analyses are used. Inappropriate statistical analyses (e.g., lack of descriptive measures or unclear order of entry of variables in a regression analysis) should be avoided. If the text contains a large number of statistics, consider putting them into tables or figures. Qualitative analyses should be described comprehensively.

Discussion: Theoretical or practical implications that can be drawn from the study are identified and discussed. Conclusions, which are kept within the boundaries of the findings, are given.

References: List all sources that have been referred to in the abstract or extended summary. Make sure that the references are conform to APA editorial style. References can either be included in the text box provided for the extended summary, as long as they do not exceed the 1000 word count - otherwise, a list of references can be added as one of three attachments.
***SUBMISSION PROCESS***

Once you have prepared your proposal according to the information outlined above, it can be submitted through your EARLI account ([EARLI-EAPRIL.org/my-submissions](https://EARLI-EAPRIL.org/my-submissions)). If, for any reason, you cannot complete the submission process all at once, you can save a draft and continue to complete the submission at a later date. **Please ensure that your submission is fully completed before the submission deadline (20th of January 2022 at midnight CET).** Submission that are left in draft mode or which are completed after the deadline has expired will not be considered for the review process and are thus excluded from the conference programme.

All submission information (including your name) will be published in the conference programme exactly as submitted by you. Hence, take extra care to avoid spelling and other mistakes.

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

- The format of your submission, i.e. paper, poster or roundtable;
- 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 to assign your proposal to a reviewer with a similar research interest. Equally, keywords are used to group accepted submissions in sessions for the final conference programme;
- The SIG (special interest group) most closely linked to your proposal (optional);
- The domain most closely linked to your proposal (optional);

**Please note:** Choosing your keywords, SIG and domains is very important so take the time to do this carefully. The system will automatically assign your contribution to reviewers whose background best matches your selections of keywords, SIG and domain.
Once your proposal has been successfully submitted, it will be considered for double blind peer review. Each proposal will be assessed by both a senior and junior researcher. As such, we kindly ask each submitter to sign up as a reviewer as well. **Acting as a reviewer is mandatory to take part in the JURE 2022 submission process.**

You can sign up to act as a reviewer immediately after completing the submission process, as you will automatically be asked whether you wish to act as a reviewer for JURE 2022. Alternatively, you can sign up as a reviewer any time at [EARLI-EAPRIL.org/my-reviews](EARLI-EAPRIL.org/my-reviews).

The review process will kick off shortly after the submission deadline has expired (20\textsuperscript{th} of January 2022, midnight CET) and will conclude on the 29\textsuperscript{th} of March 2022. You will be notified of the review outcome on the 14\textsuperscript{th} of April 2022.

**If your proposal has been accepted for presentation, it will be considered for the conference programme, provided that at least one of the presenting authors has registered.**

Further information will be communicated across our social channels (#JURE2022), our mailinglist and website ([EARLI.org/JURE2022](EARLI.org/JURE2022)).
## Analysis and Evaluation Methods
- Action Research
- Case Studies
- Comparative Studies
- Content Analysis
- Conversation/ Discourse Analysis
- Design-based Research
- Ethnography
- Experimental Studies
- Learning Analytics
- Meta-analysis
- Mixed-method Research
- Phenomenography
- Psychometrics
- Qualitative methods
- Quantitative methods
- Video Analysis
- Survey Research
- Secondary Data Analysis
- Quasi-experimental Research

## Areas of Research (macro level)
- Artificial Intelligence
- Assessment Methods and Tools
- Bilingual Education
- Cultural Diversity in School
- Cultural Psychology
- Economics of Education
- Educational Challenges
- Educational Policy
- Educational Technology
- In-service Teacher Education
- Instructional Design
- Neuroscience
- Pre-service Teacher Education
- Researcher Education
- School Effectiveness
- Second Language Acquisition
- Special Education
- Student Learning
- Synergies between Learning, Teaching and Research
- Teacher Professional Development
- Teaching/Instruction
- Educational Psychology
- Teacher Effectiveness
Areas of Research (micro level)

Achievement
Argumentation
At-risk Students
Attitudes and Beliefs
Climate Change
Cognitive Development
Cognitive Skills
Collaborative Learning
Competencies
Comprehension of Text and Graphics
Conceptual Change
COVID-19
Culture
Developmental Processes
Educational Attainment
Emotion and Affect
Goal Orientation
Learning and Developmental Difficulties
Learning Approaches
Learning Disabilities
Learning Technologies
Literacy
Metacognition
Misconceptions
Misinformation
Morality
Motivation
Numeracy
Parental Involvement in Learning
Peer Interaction
Problem Solving
Reasoning
Reflection
Refugees
Self-efficacy
Self-regulation
Social Aspects of Learning and Teaching
Social and Educational Injustice
Social Development
Social Interaction
Teaching Approaches

Discipline

Arts
Biology
Citizenship Education
Engineering
Environmental Education
Geography
History
Interdisciplinarity
Language (Foreign and Second)
Language (L1/Standard Language)
Mathematics
Philosophy
Physical Sciences
Professions and Applied Sciences
Reading Comprehension
Religious Studies
Science Education
Social Sciences
Technology
Values Education
Writing/Literacy

Level of Education and Setting
Doctoral Education
Early Childhood Education
E-learning/ Online Learning
Higher Education
Informal Learning
Out-of-school Learning
Primary Education
Secondary Education
Vocational Education
Workplace Learning

Theoretical Framework and Grounding
Communities of Learners
Communities of Practice
Computer-assisted Learning
Computer-supported Collaborative Learning
Cooperative/collaborative Learning
Distributed Cognition
Game-based Learning
Inquiry Learning
Integrated Learning
Knowledge Creation
Lifelong Learning
Model-based Reasoning
Motivation and Emotion
Multicultural Education
Multimedia Learning
Problem-based Learning
DOMAINS

Assessment and Evaluation
Cognitive Science
Culture, Morality, Religion and Education
Developmental Aspects of Instruction
Educational Policy and Systems
Higher Education
Instructional Design
Learning and Instructional Technology
Learning and Social Interaction
Learning and Special Education
Lifelong Learning
Motivational, Social and Affective Processes
Teaching and Teacher Education

EARLI SPECIAL INTEREST GROUPS (SIG)

SIG 01 - Assessment and Evaluation
SIG 02 - Comprehension of Text and Graphics
SIG 03 - Conceptual Change
SIG 04 - Higher Education
SIG 05 - Learning and Development in Early Childhood
SIG 06 - Instructional Design
SIG 07 - Technology-Enhanced Learning and Instruction
SIG 08 - Motivation and Emotion
SIG 09 - Phenomenography and Variation Theory
SIG 10 - Social Interaction in Learning and Instruction
SIG 11 - Teaching and Teacher Education
SIG 12 - Writing
SIG 13 - Moral and Democratic Education
SIG 14 - Learning and Professional Development
SIG 15 - Special Educational Needs
SIG 16 - Metacognition
SIG 17 - Methods in Learning Research
SIG 18 - Educational Effectiveness and Improvement
SIG 19 - Religions and Worldviews in Education
SIG 20 - Inquiry Learning
SIG 21 - Learning and Teaching in Culturally Diverse Settings
SIG 22 - Neuroscience and Education
SIG 24 - Researcher Education and Careers
SIG 25 - Educational Theory
SIG 26 - Argumentation, Dialogue and Reasoning
SIG 27 - Online Measures of Learning Processes