This guide is meant to assist you in choosing the appropriate submission format to contribute to the scientific programme of EARLI 2019. 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 qualitative 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 symposia, papers and poster presentations are welcomed as are round tables, ICT demonstrations and workshops. Proposals need to be submitted in English via the conference website www.EARLI.org/EARLI2019. Before submitting your proposal, we recommend reading these submission guidelines. Information on the requirements and duration of the proposals 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 in your abstract or in any of your uploaded documents.

- According to the EARLI policies, you may not present more than two proposals. In addition, you can act once as the chair of a symposium and once as discussant, for a total of four appearances. You may participate as a non-presenting co-author as many times as you like.
• It is important to read the guidance below carefully 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, chairpersons and discussants, but not for co-authors.

1. Preparing your submission

The choice of an appropriate format to present your research is a very important one. Making the wrong choice could lead to a significant reduction of your chances of acceptance. We recommend considering the review criteria when preparing your submission to understand how the proposal will be assessed. These criteria can be found through the following weblink: [https://bit.ly/EARLI-2019-REVIEW](https://bit.ly/EARLI-2019-REVIEW).

An EARLI account is needed in order to submit a proposal or register for the conference. Users who do not have an EARLI account can create one via the EARLI homepage. Please make sure to update your personal and professional details as this information will be used for further communications as well as to generate the conference programme.

Please make sure not to create multiple accounts as this could lead to interaction problems later on. The email address provided will be used to retrieve the participants’ details from the EARLI database, ensuring that the necessary professional details are linked to the proposal. 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 need to register for the conference** in order to schedule the proposal. Please do note that proposals for which the presenting author has not registered on time, will be removed from the programme without prior warning.
Every symposium requires presenting authors for each paper, one discussant and one chair. Please bear in mind that you can act once as the chair of a symposium and once as discussant, for a total of four appearances. When submitting a symposium, you will need to ensure that the email address entered for each active participant (i.e. presenting authors, chairs, organisers, discussants) matches the email address they have entered in the EARLI database. Consequently, each active conference participant needs to have an EARLI account and needs to provide the submitter with the corresponding email address before the submission.

Active conference participants, who are not submitting themselves but who are involved in a proposal, and who have never been a member of EARLI in the past, are asked to contact the EARLI Office at info@earli2019.org BEFORE their colleague submits the proposal.

Some valuable tips to help you to prepare and submit your proposal:

- Each submission requires a title of up to 100 characters (including spaces), an abstract of 100-250 words and an extended summary of 600-1000 words (including references). Proposals which do not meet the above-mentioned requirements will not be accepted.

- Prospective participants need a valid EARLI account to submit a contribution (which is available without an EARLI membership).

- Symposia-submitters: Mind the three-country rule and that all your active participants (i.e. Presenting author, chair and discussant) need an EARLI account. Co-authors do not need an EARLI account and their names, contact details and affiliation can be entered manually by the submitter.

- Up to three images or tables can be uploaded along with your submission.

- 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.
2. Submission types and requirements

SYMPOSIUM

Symposia provide an opportunity to present research on one topic, often from multiple perspectives, compiling a coherent set of papers for discussion. Symposia sessions are directed by a chair, involving four presenters and one discussant, from at least three different countries. We recommend that each individual submission is checked for its own quality and its relevance and coherence to the topic of the symposium prior to formal submission to EARLI 2017.

Symposia organisers are recommended to set an early deadline for contributors (e.g. at least three weeks ahead of the submission deadline) and check each individual submission for its own quality, its relevance and coherence to the symposium topic prior to submission. It is important that you review the quality of proposals, as the whole symposium could be jeopardised by one weak entry.

A symposium is scheduled for 90 minutes, allowing 15 minutes presentation time per speaker, ten minutes for the discussant, and 20 minutes for open discussion.
Requirements for the symposium as a whole:

• An abstract of 100-250 words providing information regarding the aims, the scientific and educational relevance of the symposium.
• Please pay special attention to the coherence of the presentations of the symposium. This is one of the primary reasons that symposium proposals have not been accepted in the past.
• The title of the symposium, the title of each presentation (four presentations per symposium) with the name and affiliation of each author.
• The name of the chair and the name of one discussant.

Requirements for each individual presentation in the symposium:

• A 100-250-word abstract for each individual presentation.
• An extended summary of 600-1,000 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This means that if a symposium consists of four individual presentations, each symposium participant should prepare a 600-1,000-word extended summary, making a total of four summaries.
**Room set-up**
A computer, digital projector, and internet access will be provided in each room.

**Please note:**
Do not forget that you need to include participants from, at least, three countries as this is a strict requirement.

*When submitting your proposal through the Conference system, you will first need to save and submit each individual paper, before submitting the symposium as a whole.*
**PAPER SESSION**

**Paper sessions** are oral presentations of four papers, followed by a discussion with the audience. It is important that empirical papers have data and results, or they will not be accepted. Research that is at an earlier stage is very suitable for Round Table or Poster sessions. Theoretical papers, of course, are welcome.

Paper sessions are scheduled for **90 minutes**. Four presenters are given 15 minutes presentation time followed by five minutes for questions. At the end of all presentations there is a 10-minute open discussion.

**Requirements** for a theoretical or empirical paper:
- A title of up to 100 characters (including spaces).
- An abstract of 100-250 words.
- An extended summary of 600-1,000 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This extended summary is the basis for the reviews.

**Room set-up**
A computer, digital projector, and internet access will be provided in each room.
POSTER SESSION

Interactive poster sessions involve five or six posters, visually presenting research studies. A short oral presentation of about 5 minutes for each poster is given to an audience gathered as a group. After the authors’ brief presentation, an in-depth discussion between them and the audience follows. The 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 usually ideal for work which is at an earlier stage of research.

Paper sessions are scheduled for 90 minutes, following the format above. Materials for fixing posters on the walls or poster boards will be provided.

Requirements for preparing a poster presentation:

- A title of up to 100 characters (including spaces).
- An abstract of 100-250 words.
- An extended summary of 600-1,000 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This extended summary is the basis for the reviewers.

Room set-up

Poster boards and materials for fixing to the board will be provided. Please bring posters in A0 or A1 format.

Additional advice

Posters provide a great starting point for discussion about your work with interested and knowledgeable researchers. A good poster focuses on a concise, often single, key message. Graphs and images tell the story rather than text. A good poster keeps its sequence well-ordered and obvious.

For more tips and guidelines, visit bit.ly/EARLI2019-Poster
Round table sessions offer opportunities for a more discursive exploration of research issues. This may well involve discussion of work in progress. The presenters explain their research and research issue and invite the participants to help to discuss emerging data or to solve a research issue or problem. Round table sessions will take place in seminar rooms with a board-room style table. Three to five presenters will explain and discuss their research one after another.

Round table sessions are scheduled for 90 minutes.

Requirements for preparing a round table session:

- A title of up to 100 characters (including spaces).
- An abstract of 100-250 words.
- An extended summary of 600-1,000 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This extended summary is the basis for the reviewers.

Room set-up
A computer, digital projector, and internet access will be provided in each room.
ICT DEMONSTRATION

ICT demonstrations allow presenters to display, explain and familiarise users with a potentially useful teaching or research tool or method. The presentation may include references to completed research, but the point of the session is to demonstrate the tool, not present the research for criticism. The audience may offer their viewpoints and share their experiences with similar tools or different tools for the same purpose.

ICT demonstrations are scheduled for 90 minutes.

Requirements for preparing an ICT demonstration:
- A title of up to 100 characters (including spaces).
- An abstract of 100-250 words.
- An extended summary of 600-1,000 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This extended summary is the basis for the reviewers.

Room set-up
Computer lab with digital projector and internet access.

Additional advice
When submitting an ICT proposal, please make sure to indicate in detail all the kind of equipment and facilities that you will need.
WORKSHOP

Workshops provide an opportunity to familiarise participants with some aspect of research or teaching practice, so that questioning and discussion are suitably informed. Learning-by-doing occupies most of the session, and any presentations are brief. Providing adequate time for reflective discussion is important.

Workshops are scheduled for 90 minutes.

Requirements for preparing a workshop:

- A title of up to 100 characters (including spaces).
- An abstract of 100-250 words.
- An extended summary of 600-1,000 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research. This extended summary is the basis for the reviewers.

Room set-up
A computer, digital projector, and internet access will be provided in each room.

3. Submitting your proposal

3.1 Required information

An EARLI account is needed in order to submit a proposal or register for the conference. Users who do not have an EARLI account can create one via the EARLI homepage. Please make sure to update your personal and professional details as this information will be used for further communications as well as generating the conference programme.

Please make sure to avoid creating multiple accounts as this could lead to interaction problems later on. The email addresses provided will be used to retrieve the
participants’ details from the EARLI database, ensuring that the necessary professional details are linked to your proposal. For co-authors who will not participate in the conference, an account is not required as this information can be inserted manually while submitting.

Before submitting, please make sure that the word count of both abstract and extend summary are within the limits specified above as the conference submission system will not accept proposals over the specified limit. 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 need to register for the conference in order to schedule the proposal. Please do note that proposals for which the presenting author has not registered on time, will be removed from the programme without prior warning.

Every symposium requires presenting authors for each paper, one discussant one chair. Please bear in mind that you can act once as the chair of a symposium and once as discussant, for a total of four appearances. When submitting a symposium, you will need to ensure that the email address entered for each active participant (i.e. presenting authors, chairs, organisers, discussants) matches the email address they have entered in the EARLI database. Consequently, each active conference participant needs to have an EARLI account and needs to provide the submitter with the corresponding email address before the submission.

### 3.2 Submission process

When you have prepared your proposal according to the information outlined above, it can be submitted via the conference website. It is useful to have your proposal in electronic form (e.g. in word or pdf file) before you start the submission process. If, for any reason, you cannot complete the submission process all at once, you can return to the website and modify any information you save prior to submitting the final forms before the submission deadline of **October 30th 2018.**
Please note: For every symposium or individual paper, you will have to repeat the submission process. It is extremely important to use the same EARLI account for all of your submissions.

The online submission system cannot handle characters that do not belong to the English alphabet. All information (including your name) will be published in the programme exactly as submitted by you. Hence care should be taken to avoid spelling and other mistakes.

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

- The format of your submission (symposium, paper, interactive poster, round table session, ICT demonstration, workshop);
- Whether your paper or poster is empirical or theoretical;
- 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 for assigning your proposal to a reviewer with a similar research interest as well as grouping accepted submissions in sessions for the final conference programme;
- To which SIG your proposal fits best (choose only one);
- The most applicable domain of the conference (choose only one).

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.

Keywords are used to create the conference programme, i.e. to group the submission in a session with papers of related topics but also, if possible, to avoid scheduling two sessions on the same topic in parallel. In all cases, the International Scientific Programme Committee has the final responsibility to assign the individual proposals to a particular session format, based on the reviews received.
KEYWORDS FOR EARLI 2019

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 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
Cognitive development
Cognitive skills
Collaborative Learning
Competencies
Comprehension of text and graphics
Conceptual change
Culture
Developmental processes
Educational attainment
Emotion and affect
Goal orientation
Intelligence
Learning and developmental difficulties
Learning approaches
Learning disabilities
Learning Technologies
Literacy
Metacognition
Misconceptions
Morality
Motivation
Numeracy
Parental involvement in learning
Peer interaction
Problem solving
Reasoning
Reflection
Self-efficacy
Self-regulation
Social aspects of learning and teaching
Social development
Social interaction
Teaching approaches

**Discipline**

Arts
Biology
Citizenship education
Engineering
Environmental education
Geography
History
Interdisciplinary
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 FOR EARLI 2019

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
| 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 | Learning and Instruction with Computers |
| 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 |
| SIG 19 | Religious and Spiritual Education |
| SIG 20 | Inquiry Learning |
| SIG 21 | Learning and Teaching in Culturally Diverse Settings |
| SIG 22 | Neuroscience and Education |
| SIG 23 | Educational Evaluation, Accountability and School Improvement |
| SIG 24 | Researcher Education and Careers |
| SIG 25 | Educational Theory |
| SIG 26 | Argumentation, Dialogue and Reasoning |
| SIG 27 | Online Measures of Learning Processes |