

Criteria

These criteria will be used in accepting papers and seminars:

Research papers

- New evidence/findings
- New analysis/interpretation
- Use of research tools
- Awareness/use of theory
- Focus on theme

Research seminars

- Topic interesting for discussion
- Use of evidence and theory
- Focus on theme

Conceptual papers

- New analysis/interpretation
- Clarity of argument
- Awareness/use of theory
- Focus on theme

Every submitted contribution is expected to show awareness of existing literature, research tools, theories and interpretations, and to actively build on this literature. All sessions should attempt to maximise the possible interaction of participants. ISL attracts a wide international audience, and English may not be some participants' first or even second language, therefore acronyms, jargon, and localised terminology are not acceptable.

Format for submission

Send your submissions via our online form at www.brookes.ac.uk/services/ocslid/isl, with the following information:

- Title
- Author
- Institution
- Session type (eg research paper)
- Theme addressed
- Contact name, address, telephone number and email
- Proposal
- Number of words: 500
- References
- Closing date for submissions: 28 February 2011

Association for Learning Technology Conference (ALT-C)

This symposium has been designed in conjunction with the ALT-C conference which will take place immediately after ISL. See the ISL website for more details.

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Oxford Centre for Staff and Learning Development

The 19th Improving Student Learning Symposium
5–7 September 2011, University of Leeds, UK

Improving Student Learning

Using Learning Technology – 10 years on

Call for papers

www.brookes.ac.uk/services/ocslid

OXFORD
BROOKES
UNIVERSITY

Call for papers

In 1993, the first Improving Student Learning Symposium was held at Warwick University in England. Since then it has become an established event on the international calendar, with up to 200 participants from over 15 countries at each conference.

The major aim of this symposium is to bring together those who are primarily researchers into learning in higher education, learning technologists responsible for supporting the development of Information and Communication Technology (ICT) in teaching and learning, and teachers in higher education who are interested in improving their practice.

The phrase 'learning technology' was originally chosen for the 9th ISL to encompass a wide range of ICT based activities such as computer-aided assessment, computer-mediated discussion and online course delivery. Ten years on, learning technology researchers are also examining the influence of student owned technology, mobile and virtual learning, open access resources, user created content and social media.

Themes

Possible themes for this symposium have been grouped under the following four questions:

- How do students learn using learning technologies (LTs)?
- How can course design using LTs assist student learning?
- How can we research student learning using LTs?
- How can we successfully innovate/disseminate the use of LTs?

Papers are therefore invited which address these or any other aspect of the theme. All submissions will be reviewed by three independent international referees. Decisions will be relayed to authors at the end of March 2011. The decision of the Symposium Committee will be final. Submissions are invited in one of the four formats opposite.

Session types

Research papers (60 minutes)

Papers should present new research findings, new analyses of issues or innovative conceptions of areas, and should be used where there is substantive new content to present. They should involve research evidence and/or use of theory to interpret learning phenomena. They should not be used for descriptive accounts of practice, and evidence should involve more than untheorised evaluation feedback. No more than 40 minutes should be used for presentation, allowing the rest of the time for questions and discussion. Papers should be written before the symposium and made available for participants at the session at which the paper is presented. Papers may be re-drafted after presentation at the conference and will be published in the proceedings. The final form will be a maximum of 5,000 words including appendices and references.

Research seminars (60 minutes)

Seminars should be used where there are new and possibly preliminary findings or analyses of issues, where the interpretation is open or new and would benefit from extensive discussion and also where interpretation may be controversial. This format is especially appropriate for works in progress. If submitted in time, papers written after the symposium may be published in the proceedings. No more than 20 minutes should be used for presentation, allowing the majority of time for questions and discussion which should be planned to involve all participants.

Conceptual papers (60 minutes)

These papers will take a more philosophical and/or theoretical perspective. They may present an argument or attempt to reconceptualise an issue, possibly by attempting to answer a specific question (eg, do different disciplines require different pedagogies?). Rather than being based on primary research data they will be based on existing literature. No more than 30 minutes should be used for presentation, allowing the rest of the time for discussion and debate, which should be planned to involve all participants. Papers should be written before the symposium and made available for participants at the session at which the paper is presented. Papers may be re-drafted after presentation at the conference and will be published in the proceedings. The final form will be a maximum of 5,000 words including appendices and references.

Symposia (90 minutes)

Symposia involve three related papers presented together in an extended session lasting 90 minutes with a panel consisting of a Convenor and the authors of the three papers. Submissions should be made by the proposed Convenor, and must include an overview of the relationship between the papers as well as abstracts for each paper. Papers will each be refereed on their own merits as research papers (see above). Papers may be re-drafted after the conference for publication in the proceedings (maximum 3,000 words each, with a 500 word overview written by the Convenor).

Posters

We invite poster presentations for sharing scholarly work that would benefit from interactive and collaborative discussion. The poster session is a well attended event that is particularly useful for presenting emerging work but may also be an excellent means of engaging in detailed dialogue about completed projects. Backing boards and other materials for displaying the posters will be provided.

Poster proposals should include:

- the focus of the inquiry
- the way(s) in which it contributes to student learning
- the presentation's connections to the themes of the conference
- an abstract (up to 500 words)