



THE PLE CONFERENCE
Barcelona // July 8-9 2010

PLE 2010 Conference

Call and Guidelines for the submission of abstracts

1. Welcome and introduction

This document is the call and guidelines for abstract submissions for the PLE 2010 conference.

2. The call for conference abstracts

The conference includes a traditional research paper strand but we also encourage proposals for sessions in different formats including workshops, posters, debates, cafe sessions, hands-on sessions and demonstrations. We will also provide opportunities for unconferecing events, including the provision of spaces for informal meetings and discussions. The guidelines below are for proceedings papers, short papers, posters, symposia and workshops. However, if you would like to propose a different format please contact us.

Formats

Traditional Formats

- Proceedings papers (20 minutes presentation, 10 minutes discussion)
- Short papers (12 minutes presentation and 8 minutes for discussion).
- Posters
- Symposia (60 or occasionally 80 minutes).
- Workshops (60 minutes).
- Demonstrations (30 minutes).

Other formats

- Pecha kutchu
- BYOL (Bring your own Laptop)
- Cafe sessions
- Debate sessions (this house believes)
- Anything you can come up with

Submissions should address one or more of any of the themes of the conference described in section 4 below.

We are particularly interested in rich, innovative and creative presentations, provided that we are convinced that these will be of high quality and of interest to conference delegates.

However, quality and relevance to the overall focus of PLE 2010 remain the overriding criteria.

3. Submission deadline

The deadline for submissions is midnight CET on 26 March 2010.

4. About the conference

The PLE Conference is intended to produce a space for researchers and practitioners to exchange ideas, experience and research around the development and implementation of PLEs including the design of environments, sociological and educational issues and their effectiveness and desirability as (informal) learning spaces.

The PLE 2010 themes include (but are not limited to):

- Frameworks for learners for Personal Learning Environments
- Frameworks, technologies and software for developing Personal Learning Environments
- PLEs in practice (case studies, approaches to using PLEs)
- Educational institutions, change and PLEs
- Pedagogical approaches to managing personal learning
- The development and management of Personal Learning Networks Mobile PLEs and augmented reality
- The use of PLEs for supporting informal and contextual learning
- Using PLEs in educational institutions
- Using PLEs to support work based learning
- Pedagogical approaches to managing personal learning
- ICT supported learning, knowledge development and knowledge maturing in communities/social networks
- Supporting situated and contextual learning through augmented technology
- Mash up Personal Learning Environments

The PLE 2010 conference is intended to provide an open forum for practitioners, researchers and policy-makers from all sectors to come together to explore, reflect, and learn.

5. Publication

Accepted abstracts will appear in print before the conference, and online.

The printed collection of abstracts will be identified by an ISBN.

After the conference the abstracts, will, at PLE 2010's discretion, be hosted online in PLE 2010's repository.

6. Guidelines for abstract submissions for proceedings papers, short papers, posters, symposia, workshops and demonstrations

The maximum word count is 350 words. Any references will not be counted towards the 350 word limit.

Any references should be limited to those that really are key to the contents of the abstract and should follow the Chicago Author-Date System, which is described in full at http://www.tandf.co.uk/journals/authors/style/reference/tf_F.pdf.

The abstract text should not contain headings, footnotes, and presenters' names. The abstract title and presenter names and organisations are entered into the submission system in separate fields.

The anonymised abstract should have all author names, institutions and references to the authors work removed. Thus a text fragment like "one of the authors, Jane Digby (2006), described how work at the University of Manchester ..." with the accompanying reference "Digby, J. 2006. Tapetum character states: Analytical keys for tapetum types and activities. Canadian Journal of Botany 75: 1448–59." should appear as "one of the authors, <author A>, described (2006) how work at the University of ..." with the Digby, J. 2006. reference removed from the list of references.

A list of author-provided keywords is required for each submission.

Contributions should not have been published elsewhere.

PLE 2010 is committed to an open publication model for conference contributions. By submitting a proposal to PLE 2010, authors agree that they or their employer retain copyright, but that the abstract if published will be licensed for use with a CC - Attribution-Noncommercial-Share Alike 3.0 Unported - <http://creativecommons.org/licenses/by-nc-sa/3.0/>

In addition, PLE 2010:

- may approach those submitting proposals to seek clarification or request changes so that they better fit the conference programme;
- may return ill-structured or grammatically poor submissions to the authors for correction before the review process;
- reserves the right to make sense-preserving grammatical edits to accepted abstracts during the proof-reading and publication process;
- will not make any alterations to the titles of accepted abstracts, but please ensure that titles are concise, readily comprehensible, and that they avoid florid or pretentious language.

7. Guidelines for different session types

7.1 Proceedings papers

20 minutes presentation and ten minutes discussion as part of 90 minute sessions.

Submissions should address one or more of the conference themes or be related to the general theme of Personal Learning Environments.

Proceedings papers may report on research or bring together research and/or policy into an overview which gives new insight into an area or suggests ways in which policy and/or practice may develop from current work. They may also include reports on work in progress at an early stage of development, perhaps indicating key results to date with the intention of being followed up by a full research paper subsequently. It is especially important that such 'early announcements' address the conference themes.

Full papers will need to be submitted in a standard form that permits publication (a "template for presentation of papers can be downloaded from the conference web site).

Research encompasses informed scholarship and critical reflection, as well as empirical and evidence-based study. Therefore, we will welcome proposals which offer: synthesis and reinterpretation of existing research; critiques of developments in practice; theoretical arguments or conceptual frameworks; critical / reflective analysis; innovative research methodologies; collaborative research studies which cross traditional disciplinary boundaries.

Policy formulation or implementation is similarly inclusively defined. We welcome proposals from funders, government, agencies, institutions and individuals who are involved in development of policy or its interpretation in a context that is of sufficient generality to be of interest outside the specific institution or pilot area.

The PLE conference wishes to explore new developments in learning and teaching. We will welcome any contribution towards this aim if it is of quality and distinctiveness, even if it does not conform fully to the summary above.

As a guide, the abstract for a proceedings paper will include the following topics:

Background: The area and theoretical framework of the work, e.g. "This paper takes a socio-cultural perspective to the design of PLEs." or "This is an action research study of the introduction of mobile PLEs for learning."

Description of approach used: Describe the methods being employed in the work.

Results of work done: Give an account of the work that is in progress or has been carried out, and why it is important. Show how you have evaluated or conducted a critical appraisal of the work.

Conclusion: Reflect on the successes and limitations of the work and its potential for further development

Note: All abstract proposers accepted for Proceedings papers will be expected to provide a full paper by May 28th. Full papers should be of a maximum of 5000 words and submitted on the template provided.

All accepted Proceedings Papers will be published with an ISDN by the PLE 2010 conference. Selected papers will be published in a special edition of the International Journal of Virtual and Personal Learning Environments (IJVPLE).

7.2 Short (oral) papers

20 minutes as part of a 40, 60 or 80 minute session, comprising approximately 12 minutes for presentation and 8 minutes for discussion

An abstract for a short paper should describe and analyse either innovative work or some other significant contribution to the field of PLE development and implementation. The short paper format is suitable, e.g., for reviews of projects, for work-in-progress, or for discussion or position papers. A key requirement is that the paper has a clear focus. In 12 minutes of presentation time it will be difficult to present a considerable body of work, such as a complete project. Instead, presenters need to draw out and focus on key areas or points.

These may, e.g., be a theory or model generated from data, a framework used to analyse experience, or key results that have significance for future activities.

As a guide, the abstract for a short paper will include the following topics:

Background: The area and theoretical framework of the work, e.g. "This paper takes a socio-cultural perspective to the design of PLEs." or "This is an action research study of the introduction of mobile PLEs for learning."

Description of approach used: Describe the methods being employed in the work.

Results of work done: Give an account of the work that is in progress or has been carried out, and why it is important. Show how you have evaluated or conducted a critical appraisal of the work.

Conclusion: Reflect on the successes and limitations of the work and its potential for further development. Note that a written paper is not required in addition to the abstract.

7.3 Posters

We aim to give posters prominence during the PLE 2010 conference and to be positioned in a heavily frequented location. Posters are a way to share information visually, and it is therefore important that a poster has a substantial graphic component and not just text.

The poster serves two functions – as a high level stand-alone description of a topic, and as a focus for a short discussion on the topic with a small number of people in the conference's poster session(s).

For the poster session purposes, presenters may use a self-supplied laptop during discussion if required. Though PLE 2010 cannot guarantee that power sockets will be available, you can request one and we will endeavour to provide it. Wifi will be available for self supplied laptops.

Posters need to be described in an abstract which is submitted via the process described in this document. The form of the poster itself is an A0 or A1 poster. The poster itself, if accepted, is brought to the conference (i.e. it is not submitted at the same time as the abstract).

A prize will be awarded to the best poster during the conference. See section 10. Posters are especially welcome from new practitioners or researchers, including postgraduates working in Learning Technology.

As a guide, the abstract for a poster will include the following topics.

Background: The area and theoretical framework of the work.

Description of approach used: Describe the methods being employed in the work, and how you will convey this to conference participants. Include a description of any diagram or picture that will form the focus of the poster.

Results of work done: An account of the work that is in progress or has been carried out, and why it is important.

Conclusion: summarise the effect of the work done and any developments you anticipate. We also encourage poster presenters to make available a pdf or a standalone web page of their poster. This will enable posters to be viewed electronically as well as physically thus making them potentially more flexible and more widely available to conference attendees. You do not need to address this at the stage of submitting the abstract.

7.4 Symposia

60 minutes (occasionally 80 minutes)

A symposium involves a panel of presenters who discuss or debate a key theme. Debate is key, so a symposium should not consist of a series of presentations followed by some time for questions. The panel must work together on a theme and pose issues for debate. Panel members may choose to defend or argue against a position, theory, model or concept; highlight areas of uncertainties; or offer different interpretations of well-known studies and their results, etc. It is also possible for one or two panel members to take one position or viewpoint and the other panel members argue against that position.

A key outcome of a symposium should be that, with contributions from the audience, an area of knowledge has been redefined or that new understandings have emerged.

All proposals should assume the 60 minute format. Should PLE 2010 decide that a topic is of sufficient weight to consider an 80 minute symposium, you will be approached to this effect in late April 2010 but the choice would then be yours.

As a guide, the abstract for a symposium will include the following topics.

Background: The area and theoretical framework of the topic chosen, e.g. "This symposium will debate processes of Digital Identity formation and how PLEs can impact on this process."

Ideas to be explored: Indicate what will be discussed and why it is likely to attract an audience. Describe how your panel members will represent a range of approaches to and views on the symposium theme, to create a challenging debate or discussion.

Structure of session and activities: Briefly indicate how the format will give those who attend the symposium the opportunity to contribute to the debate or discussion.

Intended outcomes for participants: Describe what participants might learn from the session.

7.5 Workshops

60 minutes.

Workshops involve active participation and discussion with the focus on participants being able to develop skills, conceptual understanding or practical ideas for future implementation in their own practice, and we particularly workshop proposals that:

- cover new processes and approaches, especially those involving creativity and fresh explorations;
- enhance the ability of participants to evaluate research or reflect on practice, including opportunities for dissemination.

(A workshop might also take the form of a 'master class' where, for example, an aspect of research or evaluation around PLEs is explored in more depth and might be aimed at 'new' researchers.)

A workshop session must involve significant audience participation – note that a presentation plus a discussion does not constitute a workshop.

As a guide, the abstract for a workshop will include the following topics.

Background: The area and/or theoretical framework of the workshop, e.g. "This workshop will explore how learners can develop and use Personal Learning Networks to support and reflect on institutionally based learning".

Ideas to be explored or skills to be acquired: Indicate what will be discussed and how participants will engage with the ideas.

Intended outcomes for participants: Describe what participants might do in the session and how they might learn from the session.

7.6 Demonstrations

30 minutes as part of a 60 or 90-minute session.

Demonstrations give an opportunity for participants to engage with practical examples of the use of technology in learning and teaching. The applications or tools to be demonstrated should either be innovative in themselves, or, alternatively, be established technologies that are being used in an innovative way.

Audience engagement may be by demonstration only, or by 'hands-on' use of the application(s) being demonstrated. In either case, a significant part of the session should be spent on demonstration or 'hands-on' use.

Demonstration presenters are encouraged additionally to submit a proposal for a poster that supplements their demonstration. This may be of particular benefit to presenters who are hoping to disseminate information to the conference at large, not just to the participants at the demonstration.

As a guide, the abstract for a demonstration will include the following topics.

Background: The area and any theoretical framework of the work, which should include the issue(s) which it addresses and why the solution was selected.

Description of approach used: The nature of the system/product or idea to be demonstrated.

Structure of session and activities: Give an outline of the structure of the demonstration showing how the demonstration will be incorporated into the presentation, in particular showing how this will be more than a presentation. Indicate whether this will be a 'hands-on' demonstration or not.

Intended outcomes for participants: Describe what participants might learn from the demonstration.

8. The reviewing, selection, and acceptance process

After review (and, possibly, one cycle of change and re-submission) the abstract editors and the conference Programme Committee select abstracts for potential inclusion in the conference. After at least one presenter has booked their place at the conference, and only then, the paper is fully accepted for inclusion in the conference programme and publication.

8.1 Criteria for proposal review and selection

Abstracts will be refereed according to appropriate criteria drawn from the following:

- Relevance to the themes of the conference although this does not exclude other high quality proposals.
- Contribution to scholarship and research into the use of PLEs for learning.
- Reference to the characteristics and needs of learners.
- Contribution to the development of learning technology policy or theory in education.
- Links that are made between theory, evidence and practice.
- Appropriate reflection and evaluation.
- Clarity and coherence.
- Usefulness to conference participants.

In the above, education is considered broadly and includes formal and informal learning settings in schools, colleges, universities, the workplace, homes and communities, at any stage in learners' lives, including continuing adult education.

Proposals that are merely anecdotal or describe implementation without reflection, evaluation or linking to theory and research are unlikely to be accepted.

8.2 Review and selection

Proposals will be blind reviewed by two anonymous reviewers, and the editors of the abstracts volume will then work with members of the conference Programme Committee to select papers for the conference.

Some proposals may be selected on the condition that changes are made, including changes to format of presentation or timings, and the authors will be given feedback from the reviewers/editors that specifies the nature of the changes required. The revised, resubmitted proposals will then be reviewed by the editors to assess whether the reviewer/ editor comments have been addressed satisfactorily.

8.3 Full acceptance

After selection for inclusion in the conference, at least one presenter must book to attend the conference by a deadline date that will be notified at the time of provisional acceptance. Only when this booking has been made will the paper be fully accepted for the conference.

9. Presentation at the conference

You will have the time mentioned above for your presentation, according to presentation type (see section 2 for times). Guidance on presenting will be provided on the conference web site or by email closer to the conference.

Please keep PLE 2010 updated on any changes to the presenter(s) for an accepted paper.

10. Best Poster Award

All accepted posters will be eligible for the Best Poster Award, voted for by the conference delegates.

11. The online submission system

The online submission system for PLE 2010 is available at <http://www.easychair.org/conferences/?conf=ple2010>

Anyone submitting a potential contribution to the conference must create an account on the online system. If you are submitting more than one proposal you can use the same account for each submission.

You can edit a submission that you yourself have made at any time up to the deadline.

11.1 Information required from submitters

The submission system will require the following information.

Name(s) of presenter(s), and their affiliations, in the order you wish them to appear in the programme.

Title of your proposed session.

Abstract

Session type (choose from the selection of demonstration, poster, proceedings paper, short paper, symposium, workshop, or other). If you choose other, please specify before the abstract the type and format of the session (this does not count towards the word limit).

Keywords. Please add five keywords. The following list is only given as possible examples: pedagogy, ICT, informal learning, portal, e-learning, personal learning networks, augmented reality, ambient intelligence, social constructivism, contextual learning, situated learning, education, work integrated learning, blended learning, e-portfolio, framework, work based learning, institutional change, knowledge development, social networks

At the abstract submission stage you do not need to upload a paper. Please click the abstract only check box. If you submit for a Proceedings Paper and your submission is successful we will email you further details of how to upload the full paper.

11.2 Amending a submission

If you wish to change your submission, you can do this at any time up to the deadline of midnight CET on 26 March 2010.

Log in to the submission system.

You will see a list of the proposals that you have submitted. Select the proposal that you wish to change.

Amending a proposal is just the same as the original submission process except that the online form will be automatically filled in with the answers that you gave previously. You do not have to change an answer if you don't want to.

When you reach the final step press "Submit Paper".

Once submissions close on the 26 March 2010 you will no longer have access to your paper until after the Programme Committee reaches decisions on the programme.

Once your submission has been accepted for inclusion into the programme, with any amendments that are required, we intend that users will be "locked out" from access to the system to give us a free run at preparing the abstracts for publication.

11.3 Queries about the submission process

If you have any queries about the submission process or require further information or you want to withdraw from the process please contact a conference administrator at:

PLE2010@citilab.eu

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