

# Getting your papers accepted @ASCILITE 2019

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# Conference Streams 2019

## **1. Visions and Explorations in Digital Learning, Pedagogies & Spaces**

This exploratory theme encourages the sharing of new, emerging or tentative trials and experimentations of work that incorporates digital technologies into pedagogical instruction and learning, as well as learning spaces.

## **2. Practices and Challenges in Technology Enhanced Learning**

This theme encourages contributions in the states of affairs, structures or collaborations needed, in order for technology enhanced learning to take root in a meaningful, scaled or sustainable manner. Personal reflections on obstacles, mistakes or lessons learnt in systems implementation are welcomed.

## **3. Nurturing Digital Competencies for Teaching, Learning, Work & Citizenship**

This theme focuses on the attributes, attitudes, understandings, skills, dispositions and related digital competencies needed by educators and learners in formal and informal learning environments, including in IHLs and at the workplace.

## **4. Data Analytics & Evidence to Improve Teaching & Learning**

This theme is for the empirical, quantitative, interpretative or impact analysis of (a) digital learning issues or (b) the use of digital interventions to illuminate issues of teaching and learning.

## **5. Continuing Education: Learning Enrichment Throughout Life**

This theme focuses on inclusive and lifelong learning initiatives or pedagogies related to upskilling and reskilling for work, as well as in the contexts of active and productive leisure, ageing, citizenship to meet local, regional and global learning needs.

## **6. Technology as a Catalyst for Social Impact**

This theme focuses on how technology could be used for learning to create social changes and how educators and students alike can be motivated to use technology to make a difference in the society.

# Writing Standards to Aim For

## Conceptual quality

- Clear, relevant *review* of literature
- Methods of study clearly described
- ... appropriate to research problem (?)

## Originality & innovation

- New idea or idea applied in new context
- Findings provide new insights
- ... sufficient contribution (?)

## Clarity & coherence

- Accessible & comprehensible language... terms unpacked
- Clear & coherent argument
- ... easy enough for reader to follow (?)
- ... overall sufficient quality (?)

## Interest to delegates

- Interest to conference delegates
- Stimulate discussions & engagement

# An example - Abstract

## **Ready to Study: an online tool to measure learning and align university and student expectations via reflection and personalisation**

Despite widespread implementation of initiatives to support student transition into higher education, research reports that many students, both undergraduate and graduate, still lack awareness of expectations and preparedness for study (Baik, Naylor & Arkoudis, 2015; Ozga & Sukhnandan, 1998; Drew 2001; Haggis & Pouget, 2002; Wingate, 2007). In this paper we report on the design and development of an online adaptive diagnostic module to help students better understand the expectations of studying at a large Australian university, reflect on and evaluate their current skill level in relation to these expectations, and address any skills gaps. The module<sup>1</sup> was designed to (1) gather evidence of student needs through analysis of student perceptions and behaviours, (2) be personalised enough to maximise opportunity for students to reflect on and self-regulate learning, and (3) be scalable and sustainable enough to develop and maintain within resourcing constraints. Preliminary learning analytics and student surveys from the pilot (n=402) indicate that this approach allowed students, teachers and developers to measure current learning in relation to expectations and take action. Importantly, it was also easily embedded in and adapted for different contexts.

# An example - Introduction

## Metaphors postgraduates use to depict their student experience: Individual, community and digital presence

In the study described in this paper, metaphors were used as a window into postgraduates' depictions of their student experience through a secondary analysis of data from a larger study. The Australian government competitively commissioned research into student experience, and in 2016, the final report of a nation-wide study into postgraduate student experience was published (Crane, et. al., 2016). The full study posed five research questions:

- How do postgraduates rate their student experience?
- What matters most to them about this experience?
- How do perceptions of experience vary between those in coursework versus research degrees?
- Is there agreement or dissonance between the perceptions of postgraduate students and the staff who support them?

For the purposes of the secondary analysis, described in this paper, transcripts of the 38 postgraduate students who participated in the face-to-face interviews were analysed. One of the interview questions was:

- *Could you please draw (or describe) a picture of your/the postgraduate student experience (through your university).*

Thirty-three metaphors resulted. This paper reports the thematic classification of these metaphors into individual (Me), community (Us) or digital (IT) conceptualisations to reveal the diversity of postgraduate student experiences. The *Me. Us. IT* framework, posed as the theme of the 2017 ASCILITE Conference, was selected as the thematic categories for the secondary analysis, because a trial analysis revealed a good fit. The metaphors articulated by the postgraduate students were easily sorted into these three categories without forcing the match. Furthermore, this categorisation theoretically aligns with the *Community of Inquiry (CoI) Framework* (Garrison, & Anderson, 2003; Garrison, Anderson, & Archer, 2000; Garrison, & Vaughan, 2008).

# Resources

Ickes, M. J., & Gambescia, S. F. (2011). Abstract art: How to write competitive conference and journal abstracts. *Health promotion practice, 12*(4), 493-496.

Duran, R. P., Eisenhart, M. A., Erickson, F. D., Grant, C. A., Green, J. L., Hedges, L. V., & Schneider, B. L. (2006). Standards for reporting on empirical social science research in AERA publications: American Educational Research Association. *Educational Researcher, 35*(6), 33-40.