

Developing Potentials for Learning



**European Association for
Research on Learning and Instruction**

**12th Biennial Conference
Budapest, Hungary**

August 28 – September 1, 2007

University of Szeged
Eötvös Loránd University
Hungarian Academy of Sciences

FIRST CALL

12th EUROPEAN CONFERENCE FOR RESEARCH ON LEARNING AND INSTRUCTION

August 28 – September 1, 2007

Budapest, Hungary

Dear Colleagues,

The University of Szeged, the Eötvös Loránd University, Budapest, and the Hungarian Academy of Sciences are honoured to host the 12th Biennial EARLI Conference in 2007. We will do our best to make it both fruitful and enjoyable. EARLI 2007 will provide an opportunity not only to present the results of your recent work, but also to discuss research findings with other scholars. The theme of the conference, *Developing Potentials for Learning*, has at least two levels of meaning: the growing importance of enriching the potentials of learning and the unidirectional trend of increasing possibilities in educational systems both play an important role in educational research.

We hope the conference will be an enjoyable and unique experience for all of you. Hungary, and her beautiful capital Budapest, have a rich history that is over one thousand years old. Our country is known for its cultural heritage, many Nobel Prize winners, great sportsmen, and tasty wines. Budapest lies on the river-sides of the Danube, has and boasts of beautiful buildings, bridges, restaurants, and a lively cultural life, which we hope you will take the time to enjoy.

We are looking forward to meeting you all at EARLI 2007 in Budapest, Hungary.

Benő Csapó
President of the 12th EARLI Conference

Csaba Csikos
Conference Manager

ORGANISATION OF THE EARLI 2007 CONFERENCE

Benő Csapó
President of the EARLI 2007 Conference
University of Szeged, Hungary

Csaba Csíkos
Manager of the EARLI 2007 Conference
University of Szeged, Hungary

INTERNATIONAL SCIENTIFIC PROGRAMME COMMITTEE

Jos Beishuizen (The Netherlands)
Cordula Artelt (Germany)
Costas Constantinou (Cyprus)
Filip Dochy (Belgium)
Lucia Mason (Italy)
Goele Nickmans (EARLI project manager, Belgium)
Roger Säljö (EARLI President, Sweden)
Tamara van Gog (JURE Representative, The Netherlands)

LOCAL SCIENTIFIC PROGRAMME COMMITTEE

Valéria Csépe (Hungarian Academy of Sciences and Eötvös Loránd University)
Iván Falus (Eötvös Loránd University)
Gábor Halász (National Institute of Public Education)
Andrea Kárpáti (Eötvös Loránd University)
Marianne Nikolov (University of Pécs)
Csaba Pléh (Hungarian Academy of Sciences and Budapest Technical University)
János Pusztai (Hungarian Academy of Sciences)
Tibor Vidákovich (University of Szeged)

CONFERENCE VENUE

All conference activities, including registration, will take place at the Lágymányos Campus of Eötvös Loránd University (address: 1117 Budapest, Pázmány Péter sétány 1/a).

DOMAINS OF THE CONFERENCE

Main Theme: Developing Potentials for Learning

Developing Potentials can be looked at from different perspectives:

Learning and Cognitive Science

Learning theory, learning disability, learning and neuroscience, metacognition, reasoning, intelligence, discourse-processing, pictorial learning, learning to learn, cognitive skills, individual differences, artificial intelligence, knowledge creation, and creativity.

Teaching and Instructional Design

Teaching methods, instructional strategies, classroom discourse, and social aspects of teaching.

Developmental Aspects of Instruction

Cognitive, social, emotional and moral development, learning and developmental difficulties, tutoring with young children.

Social and Economic Dimensions of Education

Sociological aspects of education, intra-generational transfer of knowledge, socio-economic factors of school achievements, economy of education, educational effectiveness, accountability systems in education.

Motivational and Affective Processes

Motivation, cooperative learning, self-confidence, emotion, affect, test-anxiety, learning styles.

Learning and Instructional Technology

Technology in education and training, distance and on-line learning, computer-supported learning environments, multimedia and hypermedia learning, adapting computer-assisted instruction.

Knowledge Acquisition and Expertise in Specific Domains

Reading, writing, text comprehension and production, second language acquisition, science, mathematics, arts. Conceptual understanding and change, reasoning and problem solving. Curriculum studies.

Higher Education

Student learning in higher education, vocational educational, academic learning, counselling practices. The European Higher Educational Space.

Lifelong Learning and Professional Development

Lifelong education and learning; training and development.

Assessment and Evaluation

Assessment methods, portfolio practice, school-based evaluation, assessment software, assessment of competence, educational attainment, comparative evaluations, large-scale national and international assessment projects.

Teaching and Teacher Education

Teacher thinking, teacher education.

European Integration and Learning

Educational research in a European Research Area, organization of educational research, the role of research on learning and instruction in developing education systems, research cooperation frameworks, training of young researchers.

Learning and Special Education

Learning disabilities, remedial education, mainstreaming, integrated learning.

Learning and Social Interaction

Learning processes in classrooms, social aspects of learning, classroom video studies, learning outside school settings, multiculturalism, social interaction, peer interaction, parental involvement in learning.

EARLI SPECIAL INTEREST GROUPS

SIG 1 Assessment and Evaluation
SIG 2 Comprehension of Text and Graphics
SIG 3 Conceptual Change
SIG 4 Higher Education
SIG 5 Individual Differences in Learning and Instruction
SIG 6 Instructional Design
SIG 7 Learning and Instruction with Computers
SIG 8 Motivational and Emotion
SIG 9 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 Qualitative and Quantitative Approaches to Learning and Instruction
SIG 18 Educational Effectiveness
SIG 19 Religious and Spiritual Education
SIG 20 Computer Supported Inquiry Learning

SUBMISSION OF PROPOSALS

The scientific programme committee invites proposals for interactive poster sessions, symposia, expert panel discussions, paper presentations, posters, sessions for young researchers, and Communication and Information Technology workshops. The official language of the conference is English.

Proposals can be submitted only through the conference website. Please note that the information you submit will be published *exactly as it was submitted*. No editing will take place by the conference organizers. Please only use characters of the English alphabet and take care to avoid spelling or other mistakes.

Deadline for submission of proposals: 30th November 2006

GENERAL REGULATIONS AND POLICIES

You may not participate as a first author or presenter, in more than two sessions or as a chairperson or discussant in more than one session (maximum four appearances). You may participate as a non-presenting author as many times as you like, as long as you do not exceed the two-times-first-author limit.

CONFERENCE SESSION FORMATS

Collective proposals:

- **Symposia** provide an opportunity to examine one topic in depth preferably from different perspectives. Symposium sessions are directed by a chairperson, involving four or five presenters and one or two discussants, *from at least three different countries*.
- **Expert panel discussions** are discussions on a specific issue by a group of experts in the same field. They are directed by a chairperson, involving four, five or six panellists *from at least three different countries*.

Individual proposals:

- **Paper sessions** are oral presentations of four papers, followed by a discussion with the audience.
- **Thematic poster sessions** involve a text and graphic display of materials that will be thematically grouped by the International and National Scientific Program Committees. Poster sessions consist of 8-10 presentations, providing the opportunity of a very short oral presentation of each poster. After the authors' brief presentations, an in-depth discussion follows between them and the audience.
- **CIT sessions** provide the opportunity for interactive demonstrations of technological tools for educational purposes (e.g., educational software, multimedia packages, e-learning and e-projects).

REVIEW PROCESS

Depending on the format and type of research report the proposals will be reviewed by at least two referees according to the following criteria:

- Overall quality and scientific originality
- Significance for theory, practice, and policy
- Theoretical framework, conceptual rationale, pragmatic grounding
- Clarity of definition of research questions and objectives
- Research method and design (context, participants, data sources, sampling, procedure, ethical issues)
- Quality, validity and appropriateness of analysis
- Presentation of results
- Interpretation of results (practical and theoretical relevance)
- Organisation, structure and language of submission
- Relevance to the EARLI Conference goals and themes

SUBMISSION OF PROPOSALS

Individual proposals for Paper, Thematic Poster or CIT presentations

You will need to submit the following through the conference website:

- a) An extended summary of 1,000 words, detailing the aims, methodology, findings, and theoretical and educational significance of the research.
- b) An abstract of 300 words.
- c) Full contact information, including email address and affiliation, *for each of the authors involved*.

- ❑ During submission of your proposal you will be asked to indicate the format (paper, poster or CIT session) of your proposal, to which SIG it belongs and the relevant domain of the conference. The International Scientific Programme Committee has the final responsibility to assign the individual proposals to a particular session format.
- ❑ CIT applicants should indicate in detail the kind of equipment and facilities they will need. The conference venue is well equipped and a fast network infrastructure is available.
- ❑ If a summary or abstract exceeds the above-mentioned word limits, the proposal submission system will only record information up to the word limit. In such a case, it will not be possible to send the rest of your summary or abstract for review.

Proposals for Symposia, Interactive Poster Sessions and Expert Panel Discussions

- a) An abstract of the symposium/panel discussion of 300 words. The abstract should provide information regarding the aims of the symposium/panel discussion and its scientific and educational relevance.
- b) The title of the symposium/panel discussion, the title of each presentation with the name and affiliation of each author, the name of the chair, and the name of one or two discussants (in the case of a symposium or interactive poster session).
- c) Full contact information, including email address and affiliation for each of the participants, including the chairperson and discussant(s).
- d) A 300 word abstract for each individual presentation. In addition, for each individual presentation we require an extended summary of 1,000 words, detailing the aims, methodology/research design, findings, and theoretical and educational significance of the research. This means that if a symposium/panel discussion consists of four individual presentations, each symposium participant should prepare a 1,000-word extended summary, making a total of four summaries (4,000 words).

SCHEDULE

Second call	July 2006
Deadline for proposal submissions	November 30, 2006
Proposal reviews announced	March, 2007
Deadline for early registration	April 15, 2007
Deadline for registration for inclusion in the programme	May 30, 2007
Final Programme	June 30, 2007

Postal Address for EARLI 2007

EARLI 2007
Department of Education
University of Szeged, Faculty of Arts
6722 Szeged, Petőfi sgt. 30-34.
Hungary
E-mail: earli2007@edu.u-szeged.hu

Further details on electronic submission, registration and accommodation will be provided in the Second Call and on the Conference Web Site:

<http://www.edu.u-szeged.hu/earli2007>

WEB-SITES

About EARLI and EARLI membership:

<http://www.earli.org>

About the EARLI 2007 conference:

<http://www.edu.u-szeged.hu/earli2007>

About the Graduate School of Education, University of Szeged:

<http://www.edu.u-szeged.hu/phd/>

About Hungary:

<http://www.magyarország.hu/angol>

About Budapest:

<http://www.budapestinfo.hu/en/>

JURE-PRE-CONFERENCE

Prior to the 12th biennial EARLI conference, on August 27 and 28, the Junior Researchers of EARLI (JURE) will organise a pre-conference. More details on topics, session formats, and important dates will follow in the second call and via the JURE 2007 web-site:

<http://www.edu.u-szeged.hu/jure2007>

The organizing committee can be contacted via:

jure2007@edu.u-szeged.hu