

Teaching and Learning Forum 2018

Call for papers and Workshops

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Summary of deadlines

Submission of full papers	20 November 2017
Submission of abstracts only and workshop proposals	20 November 2017
Advice of acceptance of full papers	27 November 2017
Advice of acceptance of abstracts only	4 December 2017
Final changes to all abstracts for publication in the Program Booklet	3 January 2018
Early bird registration ends	12 January 2018
Proceedings and timetable published online	15 January 2018
Program Booklet finalised for printing	15 January 2018
Submission of revised papers for online publication	15 January 2018
Teaching Learning Forum	1-2 February 2017

Submission options

Presentation type	Publication type	Refereeing process
Abstract only presentation (25 minutes)	Abstract in Program Booklet and online	Committee
Full paper presentation (25 minutes)	Refereed full research paper online	External panel
	Refereed full professional practice paper online	External panel
Workshop (90 minutes)	Extended abstract online and in Program Booklet	Committee

Please submit abstracts, papers and workshop proposals as email attachments to rjatkison@bigpond.com

Categories of submissions

1. **Abstract only** submissions may be made by those who would like to present their work at the forum, but who do not want, or are not ready, to have it refereed or published. Abstracts should not exceed 250 words and should include the name(s) of author(s), institution(s) and email address(es). You are limited to one first author for an abstract, although there is no limit on the number of times a person may appear as a second or subsequent author. Accepted abstracts will appear in the Program Booklet and online, and presentation times will be scheduled in the program. Please note relevant deadlines in [Summary of deadlines](#).
2. **Full papers** should not exceed 6,000 words, including abstracts and references. You are limited to one first author for a paper, although there is no limit on the number of times a person may appear as a second or subsequent author. You are advised to browse the papers in the *Proceedings* of previous Forums to become familiar with the quality of papers which have been accepted in the past [see <http://ctl.curtin.edu.au/events/conferences/tlf/tlf-pubs.cfm>]

Refereed research papers will show clear strengths in creativity, originality, and increasing humanity's stock of knowledge. Accepted papers are eligible for the ARC research category "Conference publication" as detailed under Department of Education and Training 2017 *HERDC Specifications* and *ERA 2018 Submission Guidelines* (ARC, 2017). Refer also to [Advice to reviewers](#) below for more detail.

Professional practice papers will show clear strengths in creativity, leadership and excellence in professional practice, demonstrated in teaching, staff development, program or institutional development, educational media or services developments, or learning skills services. Being grounded in showcasing *best practice* rather than *new knowledge*, accepted papers are not eligible for the ARC category "Conference publication". Refer also to [Advice to reviewers](#) for more detail.

3. **Workshops** should constitute a contribution towards continuing professional learning in education scholarship. In many cases the workshops are derived from staff development activities conducted previously at the presenters' own institutions. Workshops enable participants to work with experts in specific areas to acquire knowledge, enhance skills and develop broader perspectives. These are not research presentations, although some workshops may include topics in research skills and techniques. Workshops will be given 90 minutes, enabling detailed discussion and interactive consideration of topics and issues.

Workshop proposals should be no longer than 1,000 words. You should include the following information.

- A detailed description of the workshop format including activities workshop participants will be expected to engage in.
- Clear statement of the objectives of the workshop.
- Facilities required and maximum number of participants.
- Intended audience and degree of expertise required by workshop participants.
- A list of previous presentations (if any) of the workshop and website or publication references (if any).
- A brief biography of the presenter or presenters.

If your Workshop is accepted, you will be invited to submit an "extended abstract" (about 500 words) describing the themes, questions and planned activities of the workshop for publication in the Program Booklet and the online Forum Proceedings.

Please submit abstracts, papers and workshop proposals as email attachments to rjatkenson@bigpond.com

Formatting your paper

You may use any standard formatting as is usual for academic journals in your field.

State clearly whether your submission is *Research or Professional Practice*.

Citation of references in the running text should be "author/s (year)"

Wherever possible, insert URLs or DOIs for references. The following list provides examples of referencing for different kinds of publications.

Department of Education and Training (2017). 2017 *Higher Education Research Data Collection Specifications*. <https://docs.education.gov.au/documents/2017-higher-education-research-data-collection-specifications>.

Kantar, L. D. & Massouh, A. (2015). Case-based learning: What traditional curricula fail to teach. *Nurse Education Today*, 35(8), 919-960. Kearsley, G. (2004). *Explorations in learning & instruction: The theory into practice database*. <http://www.instructionaldesign.org/about.html> [viewed 28 August 2016].

Leask, B. (2008). Internationalisation, globalisation and curriculum innovation. In M. Hellstén & A. Reid (Eds), *Researching international pedagogies: Sustainable practice for teaching and learning in higher education*. Dordrecht: Springer. pp. 9-26.

McCarthy, J. (2016). Reflections on a flipped classroom in first year higher education. *Issues in Educational Research*, 26(2), 332-350. <http://www.iier.org.au/iier26/mccarthy-j.html>

Pereira, R. (2014). Peer review of teaching: Collegial support to develop instructional skills. In *Transformative, innovative and engaging. Proceedings of the 23rd Annual Teaching Learning Forum*, 30-31 January 2014. Perth: The University of Western Australia. <http://ctl.curtin.edu.au/events/conferences/tlf/tlf2014/refereed/pereira.html>

Review procedure

All full papers in the Research and Professional practice categories will be subjected to a double blind peer review process using an external panel of reviewers [see [Advice to reviewers](#)]. Reviewers will assign ratings and make recommendations which will enable the Program Committee to prepare offers of acceptance or rejection to authors. The acceptance offers will specify a presentation and a publication format [see [Submission options](#)], and may include advice on mandatory or desirable revisions.

Advice to reviewers

The form issued to the panel of reviewers will use three criteria, summarised as follows, and will ask for ratings on a four point scale, 'Poor, Fair, Good, Very good'. Acceptance or rejection of reviewed papers for publication will be based on these ratings.

1.	Suitability for the TL Forum (25%)	Contribution to a teaching and learning forum such as this; importance and interest of the topic to TL Forum participants; potential to stimulate interactive discussion.
2.	Academic merit (50%)	Reviewers: Please give your rating in the category nominated by the author, or, if you wish to recommend a variation of category, enter a rating for <i>both</i> categories.

		<i>Refereed research paper</i>	Quality of literature review and statement of research goals. Appropriately chosen and documented methods, logical presentation and analysis of results, findings, inferences and conclusions. Novelty and significance of the work, and implications for practices, policies or further research. Consistency with ARC definition of research in relation to creativity, originality, and increasing humanity's stock of knowledge.
		<i>TLF refereed professional practice paper</i>	Creativity, leadership and excellence in professional practice, demonstrated in teaching, staff development, program or institutional development, educational media or services developments, or learning skills services.
3.	Standard of writing (25%)		Clear and logical presentation, appropriate style, freedom from errors, ease of reading, correct grammar and spelling, use of non-sexist language, appropriate abstract, conformance with Forum specifications for referencing, length and format details.

Final decisions on acceptances and on publication and presentation formats will be the responsibility of the TL Forum Committee.

Presenting at the forum

We would like you to attend the whole Forum and join in the activities for the full two days. However, if you cannot attend on both days, or if you are not available to present on any particular morning or afternoon, please let us know before we draw up the timetable. This is very important.

Abstract only and full paper presentations will be 25 minutes long, and Workshops will be 90 minutes. 5 minutes will be scheduled between sessions for change over and setting up your slides.

Computers will be provided in all rooms, and you are asked to bring your slides on a USB drive. You will introduce yourself at the beginning of your session. A time-keeper will be appointed to your session, so if you have any specific time keeping needs please discuss these with your time-keeper before your presentation begins.

You are advised to organise your Abstract or Paper presentation so that you have no more than 15 minutes presenting your ideas, leaving about 10 minutes for interaction and discussion with your audience. If you do not have much experience in presenting at Forums and conferences, you might like to consult <http://www.waier.org.au/forums/presentation-advice.html> for some good advice.

Publication of Forum Proceedings

Forum proceedings will be published on the Teaching and Learning Forum Website. Please have a look at publications from earlier years on <http://ctl.curtin.edu.au/events/conferences/tlf/tlf-pubs.cfm>

The Program Booklet and online App containing all the papers and abstracts will be available to participants at least a week before the Forum.

Individual authors hold the copyright of their own papers. If you wish to rewrite or extend your paper and publish it elsewhere after the conference, you may do so, although you should reference the original TLF publication in your references, and you should not apply for ARC or HERDC recognition twice for the same paper.

Editorial references

- ARC (Australian Research Council) (2017). ERA 2018 Submission Guidelines. [1.0 MB]
http://www.arc.gov.au/sites/default/files/filedepot/Public/ERA/ERA%202015/ERA_2015_Submission_Guidelines.pdf
- Department of Education and Training (2017). 2017 Higher Education Research Data Collection Specifications. <https://docs.education.gov.au/documents/2017-higher-education-research-data-collection-specifications>
<https://docs.education.gov.au/system/files/doc/other/final2016herdcspecifications.pdf>
- The Macquarie Dictionary* (1997). 3rd ed. Sydney: The Macquarie Library.
- Publication Manual of the American Psychological Association* (2001). 5th ed. Washington DC: APA.
(APA's 'Quick answers' are given at <http://www.apastyle.org/>)
- Style Manual for Authors, Editors and Publishers* (2002). 6th ed. Wiley Australia. (Previous editions were known with great respect and affection as the AGPS Manual).