



## Proposals for conference papers and presentations

### 1. Presentation types

- Presentations (should be based on the themes of the conference, and will run for 20 minutes + 5 minutes for questions).

### 2. General guidelines

1. All proposals should address the main conference theme: *The Practical Benefits of Learning Design*. When you submit your proposal, you should indicate what sub-theme your presentation addresses, but presentations need not be limited to those listed below.
  - Transforming student learning with Learning Design
  - Learning Design, design for learning and other theoretical approaches
  - Learning Design for innovative pedagogies
  - Using Learning Design for strategic change in education
  - Sharing and reuse - barriers and questions of practice
  - Teacher Educators and Learning Design
  - Learning Design and the library of the future
  - Future directions of Learning Design
  - Technical standards, architecture and tools
  - Open source and open design?
  - Lessons learnt from K-12
2. All papers/proposals should be submitted by 17<sup>th</sup> September, 2007, using the template for papers/posters/ panel submissions, via email to:  
  
[lamsconfadmin@lamsfoundation.org](mailto:lamsconfadmin@lamsfoundation.org)
3. See specifications for papers and presentations below.

### 3. Paper Descriptions

#### **Presentations**

Presentations should be based on the themes of the conference, and will run for 20 minutes + 5 minutes for questions.

Submissions are due by Monday September 17th, and should be emailed to [lamsconfadmin@lamsfoundation.org](mailto:lamsconfadmin@lamsfoundation.org) including a title, author contact details and an abstract (maximum 300 words).

#### **Formal Papers (optional)**

(4-10 pages in length, references can be additional to the 4-10 pages; presentation time - 20 minutes + 5 minutes for questions).

All full papers will be double blind reviewed. For the review process, full papers must be submitted by 17<sup>th</sup> September 2007, and be 4-10 pages in length. It is not sufficient to provide an abstract only. If a paper is accepted following the review process, authors will be notified and given until 31<sup>st</sup> October to submit the final version for the conference proceedings. Please use the template to submit your paper, and email to: [lamsconfadmin@lamsfoundation.org](mailto:lamsconfadmin@lamsfoundation.org)

## Style sheet for authors

Authors preparing any papers and proposals for the conference should use the template available from the conference website for submitting their proposal/paper.

### Document specifications

1. Order of content
  - Title
  - Author names and institutional affiliation
  - Abstract
  - Main body of article
  - References
  - Acknowledgments
  - Author contact details
  - Biographical notes

Do not include headers, footers, or page numbers as these will be inserted by the editors.

### Format for your document

Download the template for all papers/presentation from the conference website:

<http://lamsfoundation.org/lams2007/papers.htm>

Page setup Page size A4  
Margins: Top: 3.0 cm Bottom: 3.0 cm  
Orientation: Portrait Left: 3.0 cm Right: 3.0 cm

#### **Title:**

Arial 16 bold followed by one 10pt blank line, left aligned, sentence case, single spaced

#### **Author names and institutional affiliation:**

Department or Centre  
Institution

Times New Roman 10 point, left aligned, no indent.

For 2<sup>nd</sup> and subsequent authors add to the first line, except in cases of different Departments or Centres, or Institutions, use separate entries, with spacing one blank line.

**Abstract and Keywords:**

Abstracts: up to 200 words, Times New Roman 10 point, left aligned, indented 1.0 cm left and right, not italicised. Place one blank line before and after.

**Keywords:**

Use same format as for abstract, one blank line before and after.

**Headings:**

No more than 3 levels of headings

- Level 1: Arial 12 point bold, un-numbered, followed by one blank line, left aligned, sentence case.
- Level 2: Arial 10 point bold, un-numbered, followed by one blank line, left aligned, sentence case.
- Level 3: Times New Roman 10 point italic, not followed by a blank line, left justified, sentence case.

**Body text:**

Times New Roman 10 point, left aligned, single spaced. Blank lines before and after headings, paragraphs spaced the same as text lines, 10 point Times New Rowman.

**Paragraphing:**

Use two carriage returns to create line breaks to conclude each paragraph, and no indents. Avoid using spacing before and after.

**Emphasis:**

Use *italics* in preference to bold, and use sparingly. Do not use underlining.

**Quotations:**

No italics or quote marks, Times New Roman 10 point, left aligned, single spaced, indented 1.0 cm left and right, one blank line before and after. Short quotations (less than 30 words) should be given with quote marks in your running text; longer quotations should be set off from the main body text, and formatted as described above.

**Bulleted and numbered lists**

Times New Roman 10 point, left aligned, single spaced, no indents except a hanging indent 0.5 cm.

## Referencing:

**Main body text references:** Use APA, author/date in text citation method. Several authors should be separated by semi-colons (eg Carrick, 2001a; Stevens, 1999; Thomas & Yen 2003).

## Reference list:

Use APA 5th edition style. This style prescribes alphabetical order by first author. Use Times New Roman 10 point, left aligned, hanging indent 0.5cm, no blank lines.

## Examples

Brown, T. & Telec, J. (2004). *Computers and the future of learning*. Englewood Cliffs, NJ: Prentice-Hall

Davidson, P. (2005). The new technologies: Finding collaborative possibilities. *Journal of Educational Multimedia and Hypermedia*, 4(1), 134-168.

Kearsley, G. (2004). *Explorations in Learning & Instruction: The Theory Into Practice Database*. <http://www.gwu.edu/~tip/> [viewed 14 Jun 2004].

Laurillard, D. (2002). *Rethinking university teaching: A conversational framework for the effective use of learning technologies*. (2nd Ed.) London: Routledge Falmer.

Underwood, J. (1997). Breaking the cycle of ignorance: Information technology and the professional development of teachers. In D. Passey & B. Samways (Eds.), *Information Technology: Supporting change through teacher education*. (pp.155-158). London: Chapman & Hall.

## Tables:

Centred on page, Times New Roman 10 point and body text within table and its title; 9 point may be used for narrow columns. All tables should have a title with consecutive numbering, eg: **Table 1: Learning design**, bold, using sentence case, centred, and located at the top of the table. For headings within tables use sentence case, with bolding and centring optional. In columns of numbers, use centring or decimal point alignment. Any explanatory text should be placed at the bottom of the table, no wider than the table.

## Figures and diagrams:

Centred. Titles should be short and numbered, eg: **Figure 1: LAMS sequence**, bolded, using sentence case, centred, and located below the figure. Fonts used for diagrams created in *Excel* must be reproducible in MS Word. Avoid using the common *Excel* default fonts. Text orientation should be horizontal. Note: Figures may be resized during editing.

## Acknowledgments

Format as for body text.

## Biographical notes:

Please keep these short.