

# Contested Qualities of Educational Research

**ECER 2007**  
**Ghent**

European  
Conference  
on  
Educational  
Research

**17-21 September 2007**  
**University of Ghent**

Faculty of Psychology and  
Educational Sciences

[www.ecer2007.be](http://www.ecer2007.be)



**CALL FOR PROPOSALS**

*Post-Graduate and New Researchers'*  
*Pre-Conference (free of charge)*  
*17 - 18 September 2007*

*Main Conference*  
*19 - 21 September 2007*

## Main Conference and Pre-Conference: Important Dates



**Strict deadline** for the completed Proposal Form and Abstract to be received at the EERA Office by ...

**Thursday,  
1 February, 2007**

The EERA Office will let you know if your Proposal has been successful or not by ...

**Friday,  
30 March, 2007**

Registration Form and full payment of '**Early bird**' registration fee to be received at the EERA Office by ...

**Thursday,  
10 May, 2007**



**Final deadline** for the Registration Form and full payment of registration fee to be received at the EERA Office by ...

**Friday,  
29 June, 2007**

Conference programme will be mounted on [www.eera.ac.uk](http://www.eera.ac.uk) by ...

**Wednesday,  
1 August, 2007**



**Pay special attention when you see this sign!**

The theme of ECER2007 centres on the quality of educational research. Moreover, it stresses the “contested qualities” of educational research. What is the relevance of current educational research? How does research guide educational practice? What is the state-of-the-art as to evidence-based educational practices? How does educational research guide educational policies? What are the sound principles to adopt sound educational research methodologies?

A more structured analysis of the conference theme points at different dimensions that can be distinguished in terms of the concept of “quality” of educational research. We discuss a number of these dimensions.

An underlying dimension refers to the nature of the theory that drives our current research. Will research results feed back to theoretical frameworks that help us to develop a better understanding of the complex nature of educational phenomena? Is there a clear relationship between the actual research design, the instruments and procedure, and the initial theory put forward? In addition, we can question whether our research dares to contrast or compare alternative theoretical explanations for the same research topics. In view of the theoretical dimension in educational research, this also calls for a stronger focus on meta-analyses of available research evidence.

A strong quality related dimension is grounded in the methodological approaches being adopted. Although the traditional distinction between qualitative and quantitative approaches is no longer the central issue in the debate, there are still questions as to the best triangulation approaches. As to the quantitative techniques, there is the demand for the adoption of more complex research designs that respect the complex, multivariate, and multi-level nature of the relationship between the research variables. When it comes to the qualitative methodologies, discussions focus on methodological rigour, alternative conceptions of reliability and validity, replication, and issues related to the quality of reporting this type of research. Linked to the theoretical dimension is the focus on the adoption of design-based research methodologies. The concept “design” also alludes to a next issue about design-oriented studies. What is called good quality research when the focus is on designing a new learning environment, an intervention, an instructional strategy...? Related to this quality-dimension, we can question feasible approaches to develop the research competencies of educational researchers.

A third dimension stresses the nature and origin of the research objectives. The theoretical dimension is not at stake in this context, but rather the relationship between the research results and future implementation of the research findings. Educational research is often questioned as to its relevance for guiding practice. This is not merely an opposition between applied and fundamental research. Linked to this issue is, for example, the question about the involvement of practitioners and research subjects in the design, set up and implementation of a research study. Practitioner-based research, teachers-as-researchers, school-based research, participatory approaches ... are attempts to promote the relevance of educational research. Ownership of the research objects is a clear issue in this context.

A fourth dimension reiterates the former one but does not only centre on the impact of research at the microlevel, but rather at the meso- and macrolevel. This introduces the relevance of research to direct educational policies. This relationship is fragile and can result in questionable lip-service approaches. There is the question about research autonomy and ownership of the research results. Should results be made public even if these results do not support current policies? Is it acceptable that research agendas are driven by policies? An instantiation of this debate is currently found in the clearinghouse approach of evidence-based educational method, and this is linked to the No Child Left Behind Act in the United States of America.

A fifth dimension is related to the innovative nature of our research. Current publication policies, among others, seem to force researchers to focus on established research topics, to adopt established methodologies, to refer to established authors ... The educational community is becoming perceptive of the risks resulting from this approach. Alternative theories, models, research designs ... tend to be marginalized in publications.

A last dimension that can be put forward in this exploration of the conference theme centres on the quality of research output. What are the publication standards of journals, books, and reports? Given the strong pressure on publishing in ISI-indexed peer-reviewed journals, a large body of relevant educational research is not recognized as quality publications by research boards, funding agencies, governments ... How can the educational research community counter the negative effects of single-sided publication policies?

It is hoped that EERA's European Education(al Research) Quality Index (EEQI) project will contribute to answers on these questions. The initiative, which involves a consortium of EERA, European universities, computer centres and publishers, aims to build a repository for European educational research documents, including possible citation linking, open access papers, the development of a multi-lingual thesaurus and other means of quality assurance, will be presented at the ECER 2007 conference.

## Ghent: historical and cultural heart of Flanders



Ghent (<http://www.visitflanders.co.uk/ghent.aspx>) is an often neglected jewel when it comes to visiting Flanders, the Flemish speaking region of Belgium. Most visitors focus on Antwerp, Bruges, or Brussels. But in doing so, they miss the opportunity to discover a city with a strong historical background that goes back to the Middle Ages. The city has been on the crossroads of many political and economical shifts in the Western European context. The Spanish, Austrian, German, Dutch, French, and English governments have influenced the Ghent history and left behind traces, thus enriching a cultural heritage that reflects a unique blend of styles, traditions, architecture, and culinary trends.

The city prospered due to the textile trade, and was one of the largest cities in Western Europe. Visiting kings envied the cultural patrimony and had to cope with the stubborn nature of citizens that strongly defended their autonomy. The city has evolved from a variety of settlements on the banks of the River “de Leie” and “de Schelde”.

The city nearly equals Bruges when it comes to the number of museums, canals and bars. It offers a larger variety when it comes to contemporary art, theatres, and concert halls. Your list of “things to see” should include the medieval Gravensteen Castle, the belfry, the cathedral with the famous painting of the brothers Van Eyck “The adoration of the Holy Lamb”, the St. Nicolas Church, the three beguinages, monasteries, etc.

Nowadays Ghent is an economical centre due to its renowned international port and a cultural centre due to the large concentration of educational institutes, varying from the Ghent university, the largest concentration in Flanders of higher professional education institutes, to secondary and primary schools.

## Ghent University



Founded as a Latin-speaking State University in 1817 by William I, King of the Netherlands, Ghent University is a relatively young university. After its independence in 1830, the Belgian State was in charge of the administration of Ghent University and French became the new official academic language. In 1930, Ghent University became the first Dutch-speaking university in Belgium. The Decree of 1991 assigned great autonomy to the university.

Over the years, eminent scientists such as Joseph Plateau (physicist, considered as a pioneer in the development of motion pictures), Leo Baekeland (inventor of Bakelite), and Corneel Heymans (Nobel Prize winner in Medicine) studied and worked at Ghent University.

Today, after decades of uninterrupted growth, Ghent University is one of the leading institutions of higher education and research in the Low Countries. Ghent University is an open, committed and pluralistic university with a broad international perspective.

Ghent University offers high-quality, research-based education in all academic disciplines. Today, Ghent University attracts over 28,000 students, with a foreign student population of over 1,100 EU citizens and some 1000 students from non-EU countries.

Located in Flanders, the Dutch-speaking part of Belgium and the cultural and economical heart of Europe, Ghent University is an active partner in national and international educational, scientific and industrial cooperation.

The ECER conference will be organized in the recently renovated facilities of the Faculty of Psychology and Educational Sciences. This faculty is one of the largest of the university (about 4500 students).

## Faculty of Psychology and Educational Sciences

The Faculty of Psychology and Educational Sciences is one of the 11 faculties at Ghent University. With its 4500 students it is one of the largest faculties. The faculty takes the lead in a number of academic bachelor and masters level programmes: Psychology, Educational Sciences, Social Work and teacher Education (<https://www.ugent.be/portal/pp>).

The variety of departments reflect the varied nature of the disciplines being taught and researched: Personnel Management, Work and Organisational Psychology, Experimental Clinical and Health Psychology, Experimental Psychology, Psychoanalysis and Clinical Consulting, Orthopedagogics, Social Welfare Studies, Foundations of Education, and Educational Studies.

The faculty started as an educational institute within the Faculty of Arts and Philosophy in 1927. This institute evolved into an independent faculty in 1969. Most of the educational programmes were set up in a strongly interrelated way. Completely independent educational programmes, focusing on either Psychology or Educational Sciences, were only started in 2002. This can be considered as a result of the growing theoretical and empirical base in both scientific field and the strong focus of the Ghent programmes to be grounded in the local empirical research.

The Educational Sciences at Ghent University reflect the wide diversity of educational issues that are being studied in the field. Next to the foundations and philosophical base of education, there is a strong research focus on the history of education, special education, teacher education, ICT-based educational practices, performance indicator studies, social work, etc. Research traditions in these domains build on high level quantitative approaches, next to a strong focus on interpretative qualitative methodologies.

## How to get to Ghent:

Detailed information, including maps are available via [www.ecer2007.be](http://www.ecer2007.be).

### By air (and train)

Ghent is close to three international airports. From each airport there are bus and train services to Ghent. Most regular airline services are offered via Brussels International Airport.

- Brussels International Airport (Zaventem): <http://www.brusselsairport.be/>
- Antwerp International Airport (e.g. from London City): <http://www.antwerpairport.be/>
- Charleroi Brussels South International Airport: <http://www.charleroi-airport.com/>

### By train

- The main railway station of Ghent is Gent St.-Pieters  
(2 direct trains/hour to airport Brussels International)
- Ghent can be reached by train from London, Amsterdam, Paris, Köln, Frankfurt, and Luxemburg.
- Travellers taking the Thalys, TGV, or Eurostar take as their final destination Brussels. In Brussels there are 2 direct trains/hour to Ghent.
- National train information can be found via <http://www.b-rail.be>.

### By car

Ghent is linked by main highways to Brussels (E40), Antwerp (E17), Lille (E17).

Choose exit “Gent/Antwerpen” on the E40 (Oostende - Brussel). Follow direction: “Gent-Centrum”.

Choose exit “Gent-Centrum” on the E17.

### Tram/streetcar

There are elaborated public transport facilities in the city.

The faculty of Psychology and Educational Sciences is close to the railway station and can be reached by taking tram line 4, 21 or 22. Get of at the Martelaarslaan (Delhaize) or take bus line 9 and get of at the hospital “De Bijloke”.

The European Educational Research Association (EERA) was founded in 1994. Its aim is to promote educational research in Europe through fostering cooperation between European associations and institutes of educational research, and international government organisations.

### **The Post-Graduate Network within EERA aims to:**

- provide support on issues such as working conditions, contract, mobility and career development;
- promote collaborative work including presentations, publications, teaching materials (where appropriate) and European research bids;
- strengthen research methodology in education.

**The Post-Graduate Network organizes the annual Pre-Conference at ECER which is free of charge.**

Membership of the Post-Graduate Network is also free. It is open to anyone who has registered for or has completed a Ph.D. or its equivalent within the last 6 years.

Its main strength lies in the support it offers to new researchers by providing a space for discussion and collaboration with peers across Europe. An email list is available to enable members to discuss research issues, exchange ideas and share information. The address is: [EERA.Postgrad@pedagog.lu.se](mailto:EERA.Postgrad@pedagog.lu.se)



**Full-time Post-Graduate students who wish to attend the Main Conference can get a 50% reduction in the fee so long as they send a letter to the EERA Office from their supervisor verifying their status as full-time Post-Graduate research students.**

Visit the EERA website at <http://www.eera.ac.uk> if you wish to learn more about EERA and its Post-Graduate Network.

Postgraduate students who present at the Pre-Conference (not the Main Conference) are invited to compete for the award for best postgraduate paper and presentation. To participate, you must submit your full conference paper to [eera@strath.ac.uk](mailto:eera@strath.ac.uk) by the end of October 2007. The award will be free entry to ECER 2008 main conference, plus the possibility of having your paper published in the EERJ.

### **EERA Member Associations 2007**

As EERA is an association of national educational research associations, only national associations can become a member of EERA. The advantages of EERA are restricted to these national associations and their members. Therefore, if you are member of a national association which is a member of EERA (see the list below), you can claim the reduced registration fee for the ECER conference. Delegates can only claim the reduced “Member” fee for the conference if their Association has paid its membership subscription to EERA for the preceding year.

For 2007, EERA’s national association members are: Austria (OEFEB), Belgium (VFO), Czech Republic (CAPV), Denmark (NERA), Estonia (EAER), Finland (FERA), France (AECSE), Germany (DGfE), Iceland (NERA), Ireland (ESAI), Lithuania (LERA), Netherlands (VOR), Norway (NERA), Portugal (SPCE), Spain (AIDIPE and SEP), Sweden (NERA), Switzerland (SSRE), United Kingdom (BERA and SERA). Due to a mutual agreement with EERA and the Australian Association for Research in Education, members of AARE are also eligible to claim the reduced “Member” fee for the ECER conference.

EERA networks provide a forum for collaboration and the exchange of ideas between educational researchers. The current EERA networks are as follows:

1. Continuing Professional Development for Teachers and Leaders in Schools
2. Vocational Education and Training (VETNET) <http://www.vet-research.net>
3. European Curriculum Research (ECUNET)
4. Inclusive Education
5. Children and Youth at Risk and Urban Education
6. Open Learning: Media, Environments and Cultures
7. Social Justice and Intercultural Education
8. Economics of Education
9. Student Assessment
10. Teacher Education Research
11. Educational Effectiveness and Quality Assurance
12. Information Centres in Educational Research
13. Philosophy of Education
14. Communities and their Schools
15. Research Partnerships in Education
16. ICT in Education and Training
17. Histories of Education
- [18. Comparative Education – Network now closed]
19. Ethnography
20. Research in Innovative Intercultural Learning Environments
21. Postgraduate Network (PRE-CONFERENCE ONLY)
22. Research in Higher Education
23. Policy Studies and Politics of Education
24. Open Network
25. Research on Children's Rights in Education
26. Educational Leadership
27. Didactics – Learning and Teaching

Visit the EERA website at <http://www.eera.ac.uk> to find a brief description of each Network and the Convenors' names and email addresses.

## ECER Ghent 2007

### Main conference

19 - 21 September 2007

### Post-Graduate and New Researchers' Pre-Conference

17 - 18 September 2007

### Call for Proposals:



**Deadline for Proposals: 1 February 2007**

**No late proposals will be considered.**

### Information for contributors

#### A. Criteria for Review

Proposals for contributions are welcome from all fields of educational research. The criteria used in reviewing each proposal will be as follows:

- it should be directly related to a topic of interest for educational research;
- it should involve systematic enquiry of an empirical or analytic nature and should make reference to a theoretical framework;
- the background, method, results and implications should be set out clearly in a manner which is accessible to an international audience;
- it should take account of the European and/or international context; and
- it should help a European dialogue to develop by reference, for example, to current European policies or intellectual and educational traditions.

#### B. Selecting a Network

Decide first of all whether you wish your presentation to be given at the Pre-Conference or the Main Conference.

##### **Pre-Conference:**

There is a place on the Proposal Form for you to indicate that you intend to present at the Pre-Conference.

##### **Main conference:**

Identify the EERA Network which is the **best fit** for your proposal. Only if no such network exists, should the proposal be submitted without a network having first been identified by you.

Also, if possible, please identify a second choice of network (this may help us with the reviewing process).

## C. Maximum Number of Proposals



Each person can be named as a contributor to a **MAXIMUM** of **TWO** proposals.

## D. Language of the Conference



The general language of the Conference is English.

No translation services will be available. **All abstracts and proposal forms must be submitted in English.**

## E. Format of Presentations

There is a choice of five formats: Paper, Poster, Round Table, Research Workshop and Symposium.

**Paper, Poster, Research Workshop and Round Table formats are intended for a single presentation by one person or a small group.**

**The Symposium format is intended for a set of related presentations.**

### Paper

- **A paper is proposed and submitted by one person. Up to THREE other people can be named as co-authors in the proposal.**
- The proposer must indicate on the Proposal Form which of the named authors will be presenting the paper. All those attending must register for the Main Conference or Pre-Conference.
- The proposer is responsible for communicating with any co-authors and with the EERA Office about the proposal.
- The timing is normally 15–20 minutes for presentation, then 5–10 minutes for questions from the audience.
- Where possible, EERA will schedule the paper with two others on a similar theme within a 90 minute session.
- EERA will allocate a chairperson to help with timing and discussion.

### Poster

- **A poster, which is suited to the display of graphical images, is proposed and submitted by one person. Up to THREE other people can be named as co-authors in the proposal.**
- The proposer must indicate on the Proposal Form which of the named authors will be presenting the poster. All those attending must register for the Main Conference or Pre-Conference.
- The proposer is responsible for communicating with any co-authors and with the EERA Office about the proposal.
- Posters will be scheduled separately.
- On acceptance of the proposal, information will be provided by the EERA Office on the size of the display and how to mount it.

## Research Workshop

- A research workshop focuses on a methodological topic and may involve practical activity. **It is proposed and submitted by one person. Up to FIVE other people can be named as co-authors in the proposal.**
- The proposer must indicate on the Proposal Form which of the named authors will be presenting the workshop. All those attending must register for the Main Conference or Pre-Conference.
- The proposer is responsible for communicating with any co-authors and with the EERA Office about the proposal.
- Normally one hour is scheduled for the workshop and the session is managed by the presenters.

## Round Table

- **A round table usually involves three or four short, linked contributions. It is proposed and submitted by one person. Up to FIVE other people can be named as co-authors in the proposal.**
- The proposer must indicate on the Proposal Form which of the named authors will be contributing. All those attending must register for the Main Conference or Pre-Conference.
- The proposer is responsible for communicating with any co-authors and with the EERA Office about the proposal.
- Normally one hour is scheduled to enable each contributor to speak for 5–10 minutes, then there is discussion. Sometimes most of the time is given over to discussion. Exceptionally, 90 minutes will be allowed.
- The session is managed by the contributors.

## Symposium

- A symposium consists of **at least THREE linked papers** chosen to demonstrate a range of perspectives or variety of approaches.
- **At least THREE countries must be represented amongst the contributors.**
- It normally lasts 90 minutes, but can extend beyond this depending on the number of papers. Each paper will normally be allocated 15–20 minutes.
- One person should submit the full proposal. For each paper, the proposer must indicate its title and author(s). Up to four authors can be named for each paper.
- The EERA Office will not send for review any proposals with missing information. Nor will it match any single papers to symposia.
- A convenor who will chair the session, and a discussant who can offer a critique of the symposium as a whole, should also be named on the proposal.
- The proposer must indicate on the Proposal Form which of the named authors will be presenting each paper. All those attending must register for the Main Conference or Pre-Conference.
- The proposer is responsible for communicating with all contributors and with the EERA Office about the proposal.



## F. Abstracts

### Paper, Poster, Research Workshop, Round Table:

The proposer should submit one 400–600 word abstract with the Proposal Form. It should include:

- the title;
- the name and institution of each author;

## Symposium:

The proposer should submit one abstract with the Proposal Form. It should include:

- the title;
- the name and institution of the convenor and discussant;
- a **400–600 word** overview of the symposium;
- **for each paper**, the title, name and institution of each author and a **150–200 word abstract**.



## G. How to Submit Your Proposal

- Visit the EERA website at <http://www.eera.ac.uk> to download a WORD version of the Proposal Form on which you can enter the details and the text for the abstract. Please use English.
- Send this directly to the EERA Office as an email attachment by 1 February 2007. Please include your first and second name in the filename. The email address is: [eera@strath.ac.uk](mailto:eera@strath.ac.uk)



**Submit ONE copy only of each proposal. Due to the high number of submissions, we cannot acknowledge all proposals immediately. Once your proposal has been processed, we will e-mail you. If you have not received an e-mail to confirm your proposal submission within 2 weeks, please e-mail us. Do not submit multiple copies of the same proposal.**

**The EERA Office cannot accept any late proposals.**

- **Do not submit your proposal directly to the Network Convenor. They must only be submitted to the EERA Office.**
- **Please do not use ordinary mail or fax to submit your proposal.**

## H. Processing of Proposals

The EERA Office will confirm by email that it has received your proposal. If your proposal includes all of the requested information, it will be forwarded to the review panel for the relevant network. The reviewers may re-route your proposal via the EERA Office to a different network if the topic of your proposal does not fit with the network area of interest. The review panel will make one of three decisions:

- to accept the proposal;
- to accept the proposal on condition that certain changes are made to it (the convenor of the review panel will contact you to provide constructive feedback and a deadline for resubmission);
- to reject the proposal.

*Please avoid a request for a resubmission by addressing the selection criteria carefully and including all of the necessary information.*



**The EERA Office will endeavour to communicate the decision of the review panels to all proposers by 30 March 2007.**

## I. The Conference Programme

The conference programme including abstracts, and information on where to register, will be mounted on the EERA website at [www.eera.ac.uk](http://www.eera.ac.uk) by 1 August 2007. Until then, the EERA Office will be unable to confirm the timing of individual contributions.

Please ensure you are aware of your own presentation time before booking flights.

Please familiarize yourself with the programme before attending the conference. A printed programme will be included in your conference pack at registration.



**If you have not registered by the deadline of 29th June 2007, your proposal(s) will be withdrawn from the conference programme.**

## J. Social Events

An informal social event will follow the final sessions on Wednesday and Thursday evening, for which there is no charge.

## K. Full Papers

EERA encourages ECER participants to submit their full papers to the *Educationline* website. Full papers can be mounted on *Educationline* before, during or after the conference. All papers on *Educationline* are listed in the British Education Index (BEI). Guidelines for submission of full papers to *Educationline* can be found at

<http://www.leeds.ac.uk/educol/guide.htm>

Some ECER 2007 papers will be selected for publication in the Times Educational Supplement (TES). If you wish your paper to be considered for publication in TES, please deposit a printed copy in the TES box at the Registration Desk, with your name and email address indicated clearly on the front page.

## L. Audio Visual

Please indicate your audio-visual equipment requirements on the Proposal Form. Laptops and computers are NOT provided. So please bring or borrow a laptop. We recommend presenters bring OHP transparencies in case a Powerpoint presentation is not possible. **If you do not request audio-visual equipment on your Proposal Form, we cannot guarantee to provide any equipment requested at a later date.**

# ECER 2007 Ghent

Main Conference: 19 - 21 September 2007

Post-Graduate and New Researchers' Pre-Conference:  
17 - 18 September 2007

## Proposal Form

*The Proposal Form must be submitted electronically. To download a WORD version of this form, please visit the EERA website at <http://www.eera.ac.uk>*

### A. Your contact details

*Please note the following details will be used as your correspondence address. Please inform the EERA Office by email if you cannot be contacted at that address during the summer.*

Title (Mr, Mrs, Ms, Dr, Prof):	<input type="text"/>	First name:	<input type="text"/>
Family Name/Surname:	<input type="text"/>		
Name of Institution:	<input type="text"/>		
Address of Institution:	<input type="text"/>		
Postcode:	<input type="text"/>		
Country:	<input type="text"/>		
Email:	<input type="text"/>		
Telephone:	<input type="text"/>		
Fax:	<input type="text"/>		

Will you be attending the conference? **Yes / No \*** Will you be presenting? **Yes / No \***

### B. Contact details for the other contributors

*Only names listed here will appear against the proposal in the final programme*

Title (Mr, Mrs, Ms, Dr, Prof):	<input type="text"/>	First name:	<input type="text"/>
Family Name/Surname:	<input type="text"/>		
Name of Institution:	<input type="text"/>		
Email:	<input type="text"/>		

Will this person be attending the conference? **Yes / No \*** Will this person be presenting? **Yes / No \***

Title (Mr, Mrs, Ms, Dr, Prof):	<input type="text"/>	First name:	<input type="text"/>
Family Name/Surname:	<input type="text"/>		
Name of Institution:	<input type="text"/>		
Email:	<input type="text"/>		

Will this person be attending the conference? **Yes / No \*** Will this person be presenting? **Yes / No \***

Title (Mr, Mrs, Ms, Dr, Prof):	<input type="text"/>	First name:	<input type="text"/>
Family Name/Surname:	<input type="text"/>		
Name of Institution:	<input type="text"/>		
Email:	<input type="text"/>		

Will this person be attending the conference? **Yes / No \*** Will this person be presenting? **Yes / No \***

*\* Please delete as necessary*

## C. Details of your proposal

Title of Proposal (use title case)

### Format of Presentation

Please indicate with an x in the box

Paper  Poster  Round Table  Research Workshop  Symposium

### Where do you wish to place your proposal in the Programme?

Please indicate with an x in the box

Pre-Conference  OR Main conference

(Network 21, Postgraduate network only)

If the Main Conference, please indicate your preferred network by entering its number in the box (see page 9)

1st choice of Network  2nd choice of Network

### Audio Visual requirements

The number of computer projectors may be very limited and availability cannot be guaranteed

Overhead Projector Yes/ No \* Please delete as necessary

Computer projector: Yes/ No \* Please delete as necessary  
(if available)

NB: Equipment requirements must be specified here. We cannot provide equipment requested at a later date.

### Proposal Information

*Paper, Poster, Workshop, Roundtable: 400-600 words, Symposium: 400-600 word overview plus a 150-200 word abstract for each paper in the symposium. The number of words applies to all boxes*

*In order to evaluate the scientific quality of proposals, the following information must be provided*

**Description of the paper – e.g. topic, research question, objective, purpose, value, conceptual or theoretical framework, state of the art:**

**Methodology or methods/research instruments or sources used:**

**Conclusions or expected outcomes or findings:**

**References (including own publications):**

### **Additional Information**

**Is your proposal part of a master or doctoral thesis? Yes / No \* Please delete as necessary**

**Is your paper intended for publication? Yes/No \* Please delete as necessary**

**– if yes, please describe (e.g. national or European or international journal, special network collection, etc.)**

**N.B. In the case of acceptance, delegates are required to provide a written text, summary or other documentation of their presentation at the conference. Please give one copy of your written summary to the Chairperson or Convenor of your session.**

**Please send ONE COPY ONLY as an e-mail attachment to [eeera@strath.ac.uk](mailto:eeera@strath.ac.uk) by 1st February, 2007 and include your first and second name in the filename.**