Student-led conference – submission guidelines

Student-led conference

A. Guidelines for conference presenters
Conference presentations can be made in two ways:
- A lecture style paper
- A poster presentation

To orientate conference participants to the content of your presentation, you need to submit a clear and concise abstract of your topic.

B. When writing the abstract, remember to:
- Keep to the word length of 150-200 words
- Ensure it is submitted by the due date: 15 May 2014
- Include a statement of the broad focus of your work,
- Briefly explain the methodology you used.
- Summarise the key findings of your study
- Summarise the significance of your findings and implications for further research.

Remember to use language that is clear and straightforward. Don’t use too many abbreviations!

Abstract Example:
Outline the context of the project: (who, where?)
This multi-site case study research project examines the experiences of teachers and adult ESL literacy learners within Australia’s Language, Literacy and Numeracy Program (LLNP). Drawing on elements of identity theory, positioning theory and culturally relevant pedagogy, it examines how teachers of adult ESL literacy learners position their learners vis-à-vis their teaching practices, and how their learners position themselves in response.

Identify a clear purpose and target audience
The research findings indicate that teachers conceptualise their roles in markedly different ways, ranging from linguistic facilitators to social links between learners and the broader Australian community. This perception has a distinct effect on the ways in which they position their learners in the classroom. Drawing on in-depth interview and classroom observation data, the study discusses the extent to which learners appear to be invested in the language practices of the classroom, and the extent to which teachers’ practices tap into learners’ imagined communities. The findings suggest that both of these factors play an important role in determining the learners’ levels of engagement and participation in classroom learning activities.

Indicate the significance of your findings
There are two important implications arising from this study. The first implication is the potential of a social capital orientation to literacy policy and programming, informed by a theoretical framework of
literacy as a social practice. The second area encompasses the scope of literacy research itself: by exploring ways in which to galvanize better collaboration between the grassroots adult literacy sector and academic researchers to enhance evidence-based evaluation and to stimulate ideas around effective teaching practice.

Remember to base your paper on theory, but to engage your audience with a persuasive presentation style. You could do this by focusing on the following steps:

Step 1: Outline the scene: who are the participants, where is the research located?
Step 2: Explain the topic you are presenting. Why have you chosen it? How does it relate to your life experience?
Step 3: Give your listeners basic information about your methodology, what you have found, and why it is significant (i.e. Answer the “so what??” question about your research)

Tips for presenting

- Don’t try to present too much content, you only have 20 minutes.
- Ensure that you leave enough time for feedback and question. This is a very valuable opportunity for shaping your research!
- Use powerpoint slides, but ensure font is over 20 points and not too much text on one slide
- Avoid reading from your powerpoint. Your slides should complement your discussion.
- Make sure all technology works before giving your presentation!