SDL CONFERENCE 2018 – CALL FOR PAPERS / POSTERS

The Research Focus Area Self-Directed Learning (SDL) of the Faculty of Education at North-West University (South Africa) hereby issues a **FOURTH CALL** for submissions of conference papers / posters for the SDL Conference to be held from Monday, 5 to Wednesday 7 November 2018.

GENERAL:

> TAKE NOTE OF EXTENDED
> DATES IN BOLD RED BELOW

- **Last date for submission of papers/posters: Wednesday, 15 August 2018**
- **Early bird registration and payments close: Saturday, 15 September 2018**
- Papers/posters to be submitted in English only.
- Each papers/posters will be double-blind peer reviewed (the best papers may be considered for publication in an accredited book/journal).

SUBMISSION INSTRUCTIONS:

- The content of each paper/poster has to be based on original research and fall under the conference theme/strands (see below) provided.
- Papers/posters may not be published/presented elsewhere.
- The length of long papers should be 5,000 (maximum) words.
- The length of short papers should be 2,500 (maximum) words.
- The length of poster abstracts should be 750 (maximum) words.
- Kindly adhere to the instructions to authors (see below).
- All papers/posters have to be language edited by a professional language editor.
- All papers/posters have to be submitted on the SDL website at http://www.education.nwu.ac.za/sdl

CONFERENCE THEME:

Self-Directed Learning for the 21st Century: Implications for Higher Education.

STRANDS	DESCRIPTION
Teaching / learning and assessment strategies and skills to enhance Self-Directed Learning (e.g. cooperative learning, problem-based learning and case-based teaching and learning) in school and Higher Education contexts	Although certain strategies may prove successful to enhance the learning experience, it is not to say it will enhance Self-Directed Learning. In this strand the focus falls on how Self-Directed Learning can be enhanced through the use of active teaching-learning and assessment strategies. Papers focused on rigorous research regarding the enhancement of Self-Directed Learning through the use of active teaching-learning strategies are welcomed.
Tools, Apps and technologies to enhance Self-Directed Learning	In this strand we invite research that confront existing presuppositions about teaching and learning in a technological era. The focus in this strand is on rigorous research on the affordances of tools, applications and technologies, to support Self-Directed Learning in blended learning environments.
The role of the contextualised curriculum to enhance Self-Directed Learning	There is a growing volume of research that indicates that, traditionally, the holders of indigenous knowledge were self-directed learners, who had to solve problems in society and their personal lives. They therefore had to identify learning goals for themselves, identify resources to achieve the learning goals, and they had to monitor and assess their progress. In the current education system, which is seen by many researchers as focused on summative assessment and learner achievement, and not necessarily on the development of 21st Century skills, the focus of this strand is to entertain rigorous research on the role of contextualization to enhance Self-Directed Learning. This strand should also be seen against the backdrop of the prevailing "decolonization of the curriculum" debate.
Scholarship and praxis of Self-Directed Learning	Self-Directed Learning is viewed differently by scholars. From the literature it becomes evident that Self-Directed Learning research could be categorised under different discourses. This strand is focused on coming to grips to what the essence of Self-Directed Learning entails. Papers focused on rigorous research regarding the scholarship and praxis and essence of Self-Directed Learning are welcomed.

INSTRUCTIONS FOR AUTHORS

Reviewing: All papers/posters will be reviewed by at least two independent reviewers. Reviewing is done with complete anonymity and confidentiality. Identities of authors and reviewers are not divulged. Authors therefore should not identify themselves by, for instance inserting their initials, surnames or name of university in footnotes or in phrases between brackets.

2. **Formal requirements to attend to before submission**:

   - **Language medium:** Papers/posters should be submitted in English only.
   - Your paper/poster should be submitted electronically on the SDL website – http://www.education.nwu.ac.za/sdl.
   - Please use the provided style sheet template for your paper (available on the website).
   - If you are presenting a poster, please upload a pdf document of your poster presentation on the SDL website.
   - Papers/posters have to be **finally edited** with regard to language and general finish.

3. **Facets of style and layout**

   - **Font tipe**: The **text** of the paper/poster: Arial, 12 pt, justified and **line spacing** 1½.
   - **Title of paper/poster and headings of subparagraphs** in the text of the paper/poster: lower case, except where capitals are essential. No numbering of headings.
   - **Headings of paragraphs**:
     - ❖ First level headings: Arial, normal case, bold and 14pt
     - ❖ Second level headings: Arial, normal case, and 13pt
     - ❖ Third level headings: Arial, normal case, bold and 12pt
     - ❖ Fourth level headings: Arial, normal case, bold, running-in text and separated by a colon
   - **Length of long papers**: 5000 words maximum is set as general guideline.
   - **Length of short papers**: 2500 words maximum is set as general guideline.
   - **Length of poster abstracts**: 750 words maximum is set as general guideline.
   - **Size of poster**: A0
   - The **title** should be as short and succinct as possible.
   - **Papers should preferably be divided into subparagraphs with suitable headings** to reveal the structure of the chapter. Especially long sections should be divided into paragraphs with suitable headings.

- **Italics** should be used only as an indication of emphasis of a word or expression from another language.

- **Charts, sketches, tables and diagrams** must be provided electronically and **should be integrated into the finalised document at the relevant locations, or the exact location in the text should be indicated clearly**.

  - ❖ The font used in charts, diagrams, et cetera should be in accordance with the font used in the chapter, namely, Arial, 12-pt size; line spacing 1½.

  - ❖ Charts, et cetera should be provided with a suitable heading and the source used (if applicable) should be indicated.

- **Abstract**: All papers should be supplied with a language-edited abstract of about 200 words (not longer than one page).

- **Keywords:** Following the abstract, 3-4 keywords or very short phrases to be used for indexing purposes should be inserted.

- **Footnotes**: The use of footnotes should be limited as far as possible. Should it, however, be necessary to make use of footnotes, please indicate the footnote number on the relevant page in the text and give the text of the footnote at the bottom of each relevant page (no endnotes will be accepted).

  References in footnotes: the same as in the main text. Bibliographical detail should not be included in footnotes, but should be given in a bibliographical entry in the list of references (also see the next paragraph).

- **Bibliograpical detail of references should be provided in the list of references and not by way of footnotes.** Only works referred to in the chapter itself should be included in the list of references, and should be arranged alphabetically.

- **Method of reference**: The **APA method** of reference should be used.

4. **Copyright and opinions**: The Research Focus Area Self-Directed Learning (RFA SDL) holds the copyright of the papers/posters content included in the book of abstracts. The RFA SDL retains the right to publish, reproduce, distribute, display and store the papers/posters in any form or medium provided. This right includes the right to grant permission to the author to post the papers/posters on the authors' or their institutions' websites or institutional repositories. The authors, however, have to apply in writing for this permission.