

Conference Application and Abstract Composition Guidelines

Conference Application

Once a CiCea conference or other call for papers is actively accepting submissions, there will be a link in the relevant announcement to streamline your submission process¹. These links are usually also communicated to members of the association through the mailing list. Following the link(s) in question will take you to an online form, which includes fields for all of the relevant and necessary information for your submission(s). Unless otherwise specified, the association is no longer accepting submissions via email or any means other than the aforementioned forms.

We understand that some authors may wish to submit more than one abstract and have accounted for this in the online abstract submission form(s). If you are submitting more than one proposal you will need to complete a ***separate application for each proposal***.

The online submission form requires you to indicate the name(s), affiliation(s), and contact details of all authors involved in your proposal. You will be provided with the opportunity to add a second author after you have entered all of the requisite information for the first author. There is currently a provision for up to five authors.

You are then required to indicate whether you are submitting a single paper or symposium of papers. Note that **symposium proposals** *must be submitted by the Symposium Convener*, who is *also* the Symposium Contact Person. The Convener is responsible for entering all of the relevant information, for each paper. Following this, you will be asked to indicate your submission's **proposal type** (i.e., individual paper, poster proposal, virtual paper, workshop, or round table) and **proposal title**. After providing your proposal's title, you will be asked for an **abstract** (of *no more than 300 words*). The next section offers you the opportunity to provide a maximum of **five keywords**, that best describe your proposal. Note that keywords may also refer to **short** phrases (i.e., comprised of not more than 2-3 words) if absolutely necessary. Finally, you will be asked to indicate what type of Research Design Type your paper represents (see below for examples).

Please note that, if you are making multiple presentation proposals, you must indicate what type of presentation you are proposing (Paper, Symposium, Workshop, Poster, Virtual Presentation) *for each proposal*.

Writing and Submitting your Abstract

Your Abstract should be a concise but comprehensive summary of the contents of your submission. Specificity is key but details are often superfluous. The purpose of the abstract is, in essence, to provide your audience with an overview of the foundational aspects of your submission. This includes a structural framework, core concepts, and, where applicable, methodological and/or analytical approaches. In the majority of cases, it is unlikely, if not improbable, that you will find yourself able to incorporate all of the major talking points, sections, or even analytical facets of your submission into a comprehensive abstract. Realistically,

¹ Although this guide retains its relevance across calls for papers, the link(s) in question are distinct for each call. As such, it is not feasible to include a permanent link in these guidelines.

however, it is often the Abstract that captures the imagination of the audience, drawing them into the finer details, granular analysis, and in-depth examination of your study's topic. Writing the perfect Abstract is a difficult art form to master but one well worth investing time and effort into.

Abstracts *must not exceed 300 words*.

This document includes a section outlining **What to Include in Your Abstract**, which is to say indicating a series of proposed structural contents for your abstract, depending on what type of research you have conducted. Abstracts must be written using complete sentences and not bullet points. For your convenience, this document also includes a series of **Example Abstracts from Previous CiCea Conferences/Anthologies**. Note that abstracts will be reproduced in conference literature (to help members select which presentations to attend) and also in the Selected Papers.

If, after reading through these guidelines and attempting to make your submission via the aforementioned lines, you have any persistent questions, please do not hesitate to get in touch with us via CiCeAssociation@gmail.com.

What to Include in Your Abstract

- A. If your paper is a **reflection on practice** your abstract should include information on:
 - a. **Context:**
Aims and objectives of the practice; age of students/participants; country(ies); type of educational establishment/learning setting; whether based on your own or others practice, etc.
 - b. **Theory:**
The main theories/theorists that inform analysis.
 - c. **Analysis:**
The main points and conclusions of your analysis.

- B. If your paper is an **analysis of your primary empirical data** (i.e., empirical data that you have collected) our abstract should include information on:
 - a. **Context:**
Clear statement of the problem that you are addressing, the characteristics that you are trying to discover or the proofs that you are trying to establish. These should then lead to declarations of project aims and objectives.
 - b. **Theory & Methodology:**
The basis of the technique that you are using or the procedure that you have adopted in your study; state and justify any assumptions. The main theories that you draw on.
 - c. **Results & Conclusions:**
Show illustrative examples of the main results of the work and a conclusion section, listing the main findings of your investigation.

- C. If your paper is a **theoretical contribution based on secondary empirical data** (i.e., empirical data you have *not* collected but have, e.g., procured from another source) your abstract should include information on:
 - a. **Context:**
Note factors that have prompted discussion.
 - b. **Theory & Methodology:**
Summarise the main theoretical perspectives that inform the proposal.
 - c. **Results & Conclusions:**
Outline main conclusions and implications.

Example Abstracts from Previous CiCea Conferences/Anthologies

EXAMPLE 1 (Reflection on Practice)

Abstract from a paper based on *Reflection on Practice*:

Title:	Approaches to the education of asylum seeker children in Slovakia and the UK: a cross-cultural comparison
1 st Author:	Foster, R.
2 nd Author:	Kovalcikova, I.
Abstract:	<i>This paper explores approaches to the education of asylum seekers in an established member of the European Union, the U.K., and a new member, Slovakia. The investigation looks first at policy frameworks in the two countries - official government documents, national and local guidance. The second section takes case study examples from the two contexts and explores the issues and challenges of educating asylum seeker children via the perspectives and experiences of children, parents and teachers. The findings reveal significant difficulties at both policy and local provision levels. However, the school case studies provide grounds for cautious optimism that the inclusion of asylum seeker pupils into the life of the school can be a positive experience for all concerned.</i>
Keyword(s):	asylum seeker children; approaches to education; cross-cultural comparison

EXAMPLE 2 (Primary Empirical Data)

Abstract from a paper based on *Primary Empirical Data*:

Title:	The informal curriculum on gender identity
1 st Author:	Koutselini, M.
2 nd Author:	Agathangelou, S.
Abstract:	<i>This study investigated gender profiles in 588 fifth grade elementary students and 1158 secondary grade students in Cyprus and compared them with gender representations in the media. The students completed a questionnaire based on the results of the qualitative analysis of eight randomly selected Cypriot television series. The results indicate that there is coherence between gender stereotypes in students' perceptions and those promoted by the television series. Women, in contrast to men, are presented restricted to their private life with limited action in their public life. This article argues that citizenship education must promote research and reflection on contextualised gender studies taking into account the different expectations and reflections of the 'depoliticised' sections of the public and the important role the informal curriculum has on the development of students' identities.</i>
Keyword(s):	Informal curriculum; gender mainstreaming; mass media

EXAMPLE 3 (Secondary Empirical Data)

Abstract from a paper based on *Secondary Empirical Data*:

Title:	Institutional Trust and Conflict: Ramifications for Citizenship Education		
1 st Author:	Panagopoulos, E.	2 nd Author:	Katsillis, M. J.
3 rd Author	Papalexatou, E.	4 th Author	Adamopoulou, A.
5 th Author	Kamarianos, I.		
Abstract:	<p><i>Each year, the Eurobarometer report indicates decreased levels of trust among citizens of the European Union. This manifests in a lack of trust in institutions, their representatives, and even the division of respondents from their fellow citizens. Division, of course, has many sources –conflict not least among them. Unresolved conflict increasingly foments group segregation and, arguably, both the direct and indirect erosion of trust in national and international institutions. Direct erosion often occurs as a result of governmental inaction, intentional or otherwise. Perhaps the most noteworthy motivation of indirect erosion is humanitarian aid: accepting, sheltering, and incorporating refugee populations into the national whole. Education is one of the most concurrently overtly and subtly affected institutions. Education plays both a direct and indirect role in guiding its nascent citizens. Teachers (i.e., educators; the representatives of the educational institution) are the direct point of interaction between the nascent citizen and the institution of Education. Educators have historically held high occupational status in many European societies. We employ quantitative analysis of Eurobarometer data to examine whether, as trust in the institution of education erodes as the result of ongoing crises and conflicts, educator’s social status remains unchanged? If this affects their ability to teach the curriculum –hidden or otherwise– to their students? Indeed, if this questioning of not only themselves, but the institution they serve, acts to temper the curriculum, as they openly intend to teach it, but also reshape the hidden curriculum, by altering their fundamental identity? The self-questioning imparted on educators by the crisis of trust may, of course, have numerous negative consequences. We argue, however, that there may be at least one positive ramification: the reinforcement of youth identity, strengthening the values of citizenship to produce a more strongly unified, egalitarian community of citizens.</i></p>		
Keyword(s):	Trust, Conflict; Identity; Permacrisis; Citizenship Education		