International Seminar for STEAM Doctoral Students: Call for Short Papers

Helsinki, Faculty of Educational Sciences, Siltavuorenpenger 10
August 25th – 26th 2022, + workshops and personal consulting August 24th

This "Call for proposals" introduces a PhD seminar program, organised in Helsinki 25th-26th August, and activities for students before the seminar. As a joint activity, there will be two workshops August 24th. The seminar and workshops are free and open for doctoral students in Finland, Estonia and Israel and are part of the Horizon 2020 SciCar project.

The seminar is also an autumn LUMAT research seminar (tutkimusseminaari).

The seminar is appropriate also for students, participating in Maker@STEAM Creative collective seminar in Helsinki.

The credit points earned at the seminar should be agreed with the main supervisor. The seminar and the work beforehand correspond about 2 – 3 credit points.

To apply and register for the seminar, there are two possibilities for PhD students:

1. Oral presentation: A student is required to write a short paper in English, about 1500 words or 3 – 4 pages (cf. guidelines for short papers below). The paper could introduce a "draft", which is aimed to be published later in a journal. The draft could be a description of the analysis of one data set together with an introduction and discussion. The draft could also be a modified or elaborated previous proposal to a conference. It is not necessary to organize proofreading to the paper because it is a draft by its nature.

2. Poster presentation: In the case, the PhD studies are in the beginning and only preliminary data has been collected or no data has not yet been collected, a student can present a poster in the seminar. The student is required to write a short paper in English, about 500 words or 1.5 pages. Following topics could be introduced in the paper: research plan; objectives of the research; research methods and data collection; data or research material to be used or preliminary data; expected results or preliminary results; references It is not necessary to organize proofreading to the paper because it is a draft by its nature.

The short papers should be sent before May, 15th. The registration to the seminar will be opened at the same time. The paper will be reviewed by one doctoral student from the respective other groups (cf. guideline for review below). Reviews are due four weeks later, on June 15th. The reviews will be sent to the author of a short paper for helping him/her prepare the final presentation. The abstracts and reviews should be sent to Jari lavonen (jari.lavonen@helsinki.fi).

Presentations are grouped into sessions. There are two presentations per session, which leaves ample opportunities for discussion. It is these discussions that are supposed to make the meetings an interesting and informative happening for the presenters as well as their audience. In the case we got more presentations than there are places in the preliminary program, we will organize parallel sessions. There will be one poster session in the seminar.

There will be 45 minutes for each presentation, which are roughly divided into a 20-minute talk (the talk will be stopped if 25 minutes are exceeded) and a 10-minute evaluation/discussion led by the opponent or the person who made the review. The rest of the 45 min time will be allocated for open discussion and feedback. The session chair will organize a discussion based on the presentations and comments after the

session in a common lunch or coffee table. The details of this session will be introduced at the beginning of the session by the session chair.

The workshop day on August 24th consists of two workshops. The first workshop focuses to a design of a cognitive test, such as validity and reliability issues related to the test. The second workshop focuses to collecting and analysing situational data, such as ESM data.

Welcome to Helsinki!

Jari Lavonen & Miia Rannikame

Preliminary programme

August 23th

A site visit to Science Center Heureka, Personal guidance, Get together Social event

18:00 -

August 24th   Location   University of Helsinki, faculty of Educational Sciences

Workshop-day

Workshop I Chaired by
9.00 – 12.00 Design of a cognitive test: validity and reliability issues related to the test.

12.30 - 13.30   Lunch

Workshop II Chaired by
13.30 – 17.00 Collecting and analysing situational data, such as ESM data.

17.00 - 18.00   Reflection

August 25th   Location   University of Helsinki, faculty of Educational Sciences
 9.00   Opening

Session I Chaired by,
 9.10 - 10.40   Plenary 1
10.40 - 11.00   Coffee break
11.00 - 11.45   Doctoral student presentation (Opponent:)
11.45 - 12.30   Doctoral student presentation (Opponent:)
12.30 - 13.30   Lunch (during the luch discussions with the presenters and the opponnets, chaired by the session cahir)

Session II Chaired by
13.30 - 14.15   Doctoral student presentation (Opponent:)
14.15.- 15.00   Doctoral student presentation (Opponent:)
15.00 - 15.30   Coffee break (during the coffee discussions with the presenters and the opponnets, chaired by the session cahir)
15.30 - 17.00   Poster session
17.00 - 18.00   Reflection and refreshments

August 26th   Location   University of Helsinki, faculty of Educational Sciences

Session III Chaired by
 9.10 - 10.40   Plenary 2 (Regina Soobaard)
10.40 - 11.00   Coffee break
11.00 - 11.45   Doctoral student presentation (Opponent:)

11.45 - 12.30   Doctoral student presentation (Opponent:)

12.30 - 13.30   Lunch (during the luch discussions with the presenters and the opponnets, chaired by the session cahir)

Session IV Chaired by

13.30 - 14.15   Doctoral student presentation (Opponent:)

14.15.- 15.00   Doctoral student presentation (Opponent:)

15.00 - 15.30   Summing up and Closing. (+ discussions with the presenters and the opponnets, chaired by the session cahir)

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How to Prepare a Short Paper for the PhD Seminar in Helsinki, August 2022

This document introduces a guideline for Helsinki 2022 meeting. The paper summaries the presentation in the PhD seminar. The presentation could be a preliminary paper or plan for the paper which is aimed to be published in a journal.

The paper will be reviewed by another PhD student and a supervisor. After the presentation the same persons will give feedback first.

The paper should be prepared according to APA 7 (American Psychological Association) style guidelines. Tables and figures should not be included in the extended summary. Instead, please save each Table or figure as a graphic (e.g. JPG) and submit it as an appendix.

Headings are helpful as a guide for readers. Two levels of headings are sufficient. First-level headings are Times New Roman 12 pts (**bold**), left on its own line. Second-level headings are

The paper is around 1500 words or 3 – 4 pages and should contain four primary sections in addition to Abstract: 1. Introduction; 2. Method; 3. Results; and 4. Discussion and Conclusions. You can also give other appropriate names to the sections. In particular, it must be clear what the results of the study are and how these emerge from the analysis. Tables, graphs etc. must be clear and easy to read. Below is more detail information about the sections.

Astract

The abstract is a single paragraph that uses 200 – 300 words to describe the topic of the paper. The abstract introduces the general topic of your paper and the topic's importance; describe your method, primary procedure and techniques; results or summary of relationships, and discussion or summary of primary conclusions and possible implications. The abstract should be a separate summary of your paper and not a component of it.

Key Words: maximum of 3 words.

TITLE: Provide a clear and concise title, 10-12 words max!

Name

1. Introduction

The introduction should present the topic of the paper, review relevant theories and research and briefly provide a review of the research design that will follow, including research questions or hypotheses. It is not perhaps useful to use the title "Introduction" at the beginning, use your "own" title as a first level Heading to start this section.

Typically an introduction has three primary components. The first component is the problem statement: describe the topic of interest and state briefly why investigating this topic is important (i.e., its

significance for theory or practice). The second component is the literature review: review some relevant theories (can be found in scholar books, handbooks and international journals) and/or earlier research findings that relate to your topic. Describe techniques that have resulted from the theoretical background provided. When you present research provide a brief description of its intent, the method employed, results and conclusions. Make certain you cite properly (see below). The third component of the introduction is a statement of intentions. Briefly describe your experiment, relating it to your literature review. Briefly state your research questions or hypotheses.

2. Method

The Method section should describe the procedure in sufficient detail to allow those who wish to replicate the method to do so. It describes how the study was done and why specific procedures were chosen. This section should include a description of research design and the research methods used, information on participants, equipment, materials, variables and actions taken by the participants. Report for instance the number of participants, age, gender and important demographics that relate to the experiment. Report also the analysis methods you used in analysing the data.

3. Results

The "Results" section of your paper presents (empirical) results without interpretation. The only thing that should be described is the results, including descriptions of graphs of data obtained. Interpretation of your results and opinions on how they relate to your research questions or hypotheses should be placed in the discussion section.

State the statistical analysis being used and what is being compared. For example, tell whether you are using ANOVA, state the means of the items being compared, then state your statistical conclusion in terms of statistical significance and report the statistical information at the end of this concluding sentence. For example: "There was a significant difference between the groups' responses ($F(28)=3.12$, $p<.05$)". Once again, do not comment on the results, but just describe what happened. Save your interpretation for the Discussion section.

4. Discussion and conclusions

The Discussion section is where you provide your interpretation of the results and discuss the results in the frame of appropriate theories. Discuss the limitations and generalization. Quite often a discussion finishes with a paper for future work. Overall, the architecture of a research paper can be viewed as a vase. The introduction provides a stable foundation for the information to come, the paper then narrows to its main points and finally broadens again, fanning out into new horizons.

Acknowledgement: A brief acknowledgement section may be included before the reference section.

5. References

Make sure that all the citations in your paper are correctly referenced in the Reference section. The Reference section is placed at the end of the manuscript and is headed by the term "References". Entries should be listed in alphabetical order. Second and all following lines should be indented.

Examples of the most common types of reference book, articles, and chapters from an edited book can be found below. Be sure to pay attention to punctuation, capitalization, special formatting such as italics and other minor details (for example, only supply the initials of each author & not his/her first or middle name). Look carefully at the contents and the example to be sure you understand how to format each reference.

Books
General Contents

Author's name(s). (Publication date). *Name of Book* (Edition number if appropriate). Location of publishing Company: Name of publisher.

Example

Goleman, D. (1987). *The meditative mind: The varieties of meditative experience*. New York: St. Martins.

Journal Articles
General Contents

Author's name(s) (Publication date). Title of article. Name of journal, Volume number, page numbers.

Examples

Lukoff, D., Lu, F., Turner, R., & Gackenbach, J. (1995). Transpersonal psychology research review: Researching religious and spiritual problems on the Internet. *Journal of Transpersonal Psychology*, *27*(3), 153-170.

Maslow, A. (1962). Lessons from the peak experiences. *Journal of Humanistic Psychology*, *2*(3), 9-18.

Book Chapter
General Contents

Author's name(s) (Publication date). Title of chapter. In editor's name(s) (Eds.), *Name of book* (page numbers). Location of publishing Company: Name of publisher.

Example

Wilber, K. (1980). Eye to eye: Science and transpersonal psychology. In R. N. Walsh & F. Vaughan (Eds.), *Beyond ego* (pp. 62-100). Los Angeles: J. P. Tarcher.

Tables and Figures

Tables and Figures should not be included in the extended summary. Instead, please save each Table or Figure as a graphic (e.g. JPG) and submit them as an appendix. Also please indicate in the text of the extended summary where each Table/Figure should appear. e.g. **** Table/Figure 1 here ****. This

way tables do not count in the word limit and you can be sure that the reviewers will actually look at them without any alterations that might be produced on a Webpage.

Figures may be pictures, charts or schemes but are most commonly graphs of data. If the figure is a graph, each axis should be properly labelled. Use Times New Roman 10 or 12 pts in figures. It is recommended that digitalised photographs have a 256 level greyscale.

Tables should be made as described in the examples below. Use Times New Roman 10 or 12 pts in tables.

Figure and table captions should be short summaries of what is presented in each figure or table. Use the word "Figure" or "Table" and its associated number followed by a full stop (period). On the same line add a short description of the figure or table. For example, it is typical to introduce in the graph-labels the x and y axes (without actually using the terms x and y axes) and the legend (if there is one). Each figure should be referred to using a number. When referring a figure or a table within the text use expression such as, "Figure 1 presents..."

Examples:
Table 1. Evaluation of the learning materials teachers used to teach the basics of electronics and electricity.

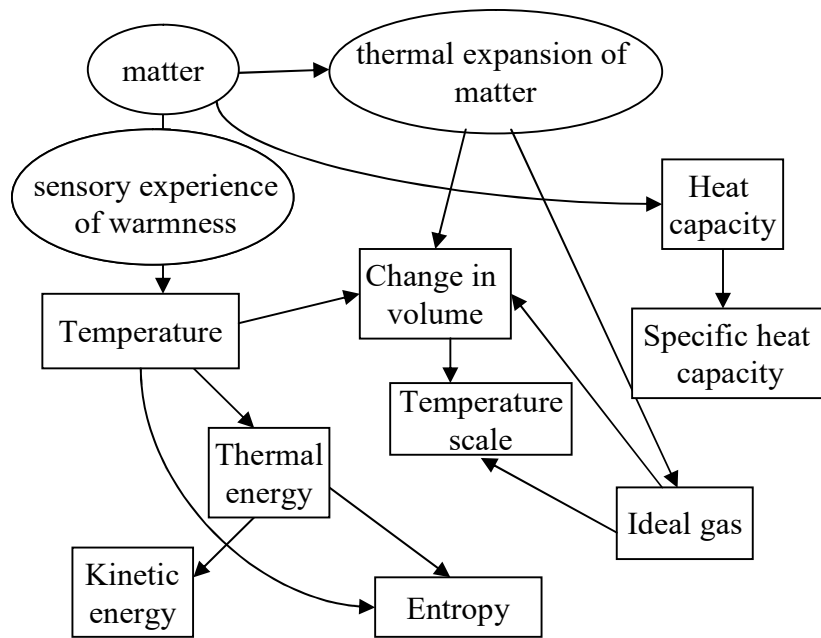| Evaluation of learning materials	Study group ($n = 81$)		Control group ($n = 53$)	
	frequency	relative frequency	frequency	relative frequency
Poor	14	17.3%	8	15.1%
reasonably good	17	21.0%	11	20.8%
Good	41	50.6%	13	24.5%
no answer	9	11.1%	21	39.6%

$\chi^2 = 17.1$***

Figure 2. Example of a diagnostic network representation supplied by an individual student.

Guidelines for an opponent (PhD student) and preparation of a short review

The duration of each session in a PhD seminar is 45 min. Each session has a chairman. First the student presents his/her paper in a 20 min presentation. Power-point slides are recommended to use. Then one opponent is asking questions, about 10 min. The rest of the time is for common discussion. During a lunch or coffee break it is recommended that the Chairman, the presenter and the opponent are discussing with each other on the topic of the presentation. It is also recommended that the chairman is giving feedback to the opponent.

It is recommended that the opponent write a short review and give this review to the presenter through e-mail. Since the idea is to give constructive feedback, provide positive examples if possible. Only a constructive and friendly manner of making comments is helpful and requested. In your review, indicate issues which need to be improved as well as strengths of the paper. About 3-5 sentences about each issue are sufficient.

1. **Title** (Does the title represent the main concern of the proposal?)

2. **Abstract** (e.g., is the abstract an appropriate summery of the paper?)

3. **Introduction/Theoretical background** (What is the theoretical framework? Is the theoretical information appropriate to comprehend the research objective? Does it summarize theoretical implications and connections with previous studies in the area? Is the theoretical framework supportive to the statement of research questions?)

4. **Study information** (What is the research method? Is the (planned) study design appropriate with regard to the research objective/questions? Are the analyses used appropriately for the research question and kind of data? Is the information about the study informative and concise?)

5. **Result information** (Are results reported comprehensively and do they emerge from analysis? Is argumentation clear and easy to follow? Can the reported data be used to answer the research question? Are the reported data detailed to the extent that conclusions can be derived and justified?)

6. **Conclusions** (Is the conclusion reasonable and does it refer to research intentions? Are the conclusions presented based on the data or evidence? Are the findings related with those of other studies and are these relations explained? What is the scientific/societal relevance?)

7. **Overall impressions** (e.g., did you experience any comprehension difficulties because of insufficient or superfluous information? Was the organization of the paper clear?)

Questions to the presenter (at least 4 and do not include these questions to the review you send to jari.lavonen@helsinki.fi)
1.
2.
3.
4.