Research Conference Proposal

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ECNU Ph.D. Guest Lecture

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Overview

Before writing a proposal

找到你的"学术共同体"（不一定在 AERA）

- What is AERA?
- Who is at AERA?
- Why AERA?

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- Why AERA?

Conference presentations can be very selective, but not as selective as journals.

The former provides a "stepping stone" for the latter.

My personal guess is that more than 50% of conference presentations are not published.

Start early

Always keep in mind that the main purpose of conference proposal application is to present your research (completed or forthcoming) that has the value for others learn from your paper.

1. "I have a great paper that I want to share with you."

Always keep in mind that the main purpose of conference proposal application is to present your research (completed or forthcoming) that has the value for others learn from your paper.

Ask yourself before others (the reviewers and chairs) ask you:

- Why is your research important?
- Why do you need to present in the conference?
- Why should your research be selected?

Then put your best answers in your proposal.

2. Give them what they want

Follow the application guidelines exactly.

Follow the application guidelines exactly.

For example, AEAR paper submission

- 15 words or fewer for paper title.
- 120 words or fewer for abstract.
- 2,000 words or fewer for paper upload containing **no author identification.**

作业提交:

- Cover page 和 task 3 保存为一个 pdf 文档（不限页数；文件标题：姓名.pdf）

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- **4/7** 提交的是 word 文档
- **3/7** 标题多了 "task"

3. Your audience?

In most cases, you will be addressing colleagues who are knowledgeable in the general area, but who do not necessarily know the details about your research questions.

In education, you may have reviewers in other fields (e.g., quantitative vs. qualitative).

Use plain language that everyone understands.

The one convinces reviewers (and the chairs)...

- important question to literature
- well executed
- clearly written
- feasible and likely to complete before the conference

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Convince them in all these aspects.
```

The earlier the better.

The proposal

- The reviewers are extremely busy.
- They may not read every word of your proposal.
- Typos, omissions, errors, and deficiencies stand out and lead to rejections.
- Confusions discourage them from continuing reading the proposal.

```
You know what sections they may read, like you read
others' papers and proposals.
```

You can find 1,000 guides and you should be better at this than me.

- Follow the required structure if there is one.
- Build your own template.

Be sure to remind your readers everywhere in the proposal: **what is your research question?**

- What are we going to learn as a result of the proposed project that we do not know now? (objectives)
- Why is it worth knowing? (significance)
- Why this study will succeed? (methods)

9. You will never walk alone.

Get an army of colleagues involved - ask as many people as possible:

- Different roles of advisors: research design, methods, writing
- Collaborators
- Peer colleagues from different fields

Appendix may not be read.

- Never put your most important points in the appendix (footnote/endnote)
- More detailed explanations/evidence there - still useful in case appendix may be read

Be familiar with it.

- Go through all the steps in the system.
  I encountered a tech problem 5 minutes before ddl.
- Ask if you have questions.

Double-check.

Never be late.

Example 1: Proposal submission and review

1. July 2020, proposal submission
2. August 2020, review
3. Oct/Nov 2020, results
4. March 2021, paper submission
5. April 2021, conference

- Papers must address and will be reviewed on the following six elements:

  1. Objectives or purposes
  2. Perspective(s) or theoretical framework
  3. Methods, techniques, or modes of inquiry
  4. Data sources, evidence, objects, or materials
  5. Results and/or substantiated conclusions or warrants for arguments/point of view
  6. Scientific or scholarly significance of the study or work

- Score 1-5
- Comments to chair
- Comments to author(s)

Criteria Rate	
*Objectives or purposes	Scale
	Min: **1:** (Insignificant)
	Max: **5:** (Critically Significant)
*Perspective(s) or theoretical framework	Scale
	Min: **1:** (Not Articulated)
	Max: **5:** (Well Articulated)
*Methods, techniques, or modes of inquiry	Scale
	Min: **1:** (Not Well Executed)
	Max: **5:** (Well Executed)
*Data sources, evidence, objects or materials	Scale
	Min: **1:** (Inappropriate)
	Max: **5:** (Appropriate)
*Results and/or substantiated conclusions or warrants for arguments/point of view	Scale
	Min: **1:** (Ungrounded)
	Max: **5:** (Well Grounded)
*Scientific or scholarly significance of the study or work	Scale
	Min: **1:** (Routine)
	Max: **5:** (Highly Original)

The Moderating Effect of Teacher Collegiality on Relationship of Instructional Leadership and Teacher Self-efficacy

Abstract

Our study extends the relationship between instructional leadership and teacher self-efficacy by identifying teacher collegiality as a moderator. Survey data were collected from 1498 teachers and 53 principals in 53 middle schools in Henan, China. The finding indicated that a higher level of teacher collegiality has a moderator role in the relationship between principal instructional leadership and teacher self-efficacy, whereas low teacher collegiality does not have a similar function. This study also indicates that teacher collegiality is more prominent in the Chinese context.

Keywords: instructional leadership, teacher self-efficacy, teacher collegiality

Uncovering A Hidden Chain between Parental Involvement and Student Academic Achievement through Teachers: An Exploratory Study in China

Abstract

Given the confirmed positive relationships among student's family socio-economic status (SES), parental involvement and student academic achievement, there has been scant scholarly attention to examine the in-between mechanisms, especially in the schooling process. There is also very few studies to question if teachers' practice in the classroom would matter between parental involvement in school and student academic achievement.

Your questions

- 怎样确定自己的研究兴趣是可以进一步研究的？经常会看到各种论述说论文题目应该具有的特征，但我觉得自己有了研究兴趣之后依旧很迷茫，所以特别想知道具体要完成哪些步骤才能确定自己的研究兴趣可以作为研究主题。

  ▷ 这个问题很复杂，刚好前段时间有相关讨论，请参考《博士阶段学习的一些个人想法》和王蓉老师的《Words on Ph.D. training》，后者引导了我的博士生涯

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- 会议论文和平时论文最大的区别在哪里，是不是会议论文主要按照会议要求撰写，平时论文应该针对投稿刊物要求撰写？

- 怎样确定自己的研究兴趣是可以进一步研究的？经常会看到各种论述说论文题目应该具有的特征，但我觉得自己有了研究兴趣之后依旧很迷茫，所以特别想知道具体要完成哪些步骤才能确定自己的研究兴趣可以作为研究主题。

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- 研究要进展到什么程度才能提交，是否没有得出完整的结论，甚至没有完全做完研究也可以？例如 sample2

- 在 AERA 会议论文中，判断作为"paper"或"poster"或"roundtable"的标准是什么？

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- AERA 的评审也会按照这次 task 中的 Excel 表给每篇论文评审吗？如果会的话，AERA 的评审在给六个维度打分的时候是参照什么标准？也就是，如何判断给一篇论文的某个维度打 3 分还是 4 分？
- 最后每个评审的 Accept 或 Reject 是根据总体印象给出建议，还是根据总分给出建议？经过多个评审评阅后，论文的最终结果又是如何确定的？

- 在 AERA 会议论文中，判断作为"paper"或"poster"或"roundtable"的标准是什么？
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- 最后每个评审的 Accept 或 Reject 是根据总体印象给出建议，还是根据总分给出建议？经过多个评审评阅后，论文的最终结果又是如何确定的？
- 对 AERA 划分的一些 Division 和 Section 感到迷惑，比如，Division B(Curriculum Studies) 下有 Section 4(Policies and the Politics of Curriculum)，而 Division L(Educational Policy and Politics) 下有 (Section 3: Curriculum and Instruction)，如果论文是关于课程政策的，那么该投到哪个 division 和 section 里？

- 如何合理分配各部分的比重？更侧重研究背景还是研究方法的介绍？
  - ▷ 取决于你的研究的重心
  - ▷ The curse of non-US research: Why should they care?
- 在字数限制下，每个部分大致占比多少比较合适。
- 写研究计划应该侧重哪一部分？
- 在篇幅有限的情况下，应该突出什么内容，如何突出这些内容？
- 会议论文的撰写是有字数限制的，哪些部分要尽量简写，哪些部分要尽可能详细，怎么去分配每部分之间的字数？
- 研究结果的报告如何做到详略得当？是否只报告关键发现并做简单说明即可？

- 对于研究方法和数据的采集过程，内容要详实到何种程度?
- review 表格中还有 methods 和 data，理论研究的论文怎么补充这两方面的内容?
- 研究计划中如果是对表格的补充说明，是否算字数?

- 研究主题与大会主题之间关联性应该达到怎样的水平？选择目前已有的研究去贴合主题更好，还是需要为了大会主题重新选择方向？
  - ▷ Annual conference
  - ▷ ASHE 会将切合主题的挑选出来成为 presidential session
  - ▷ 小规模会议常常会限制主题
- 会议论文按照会议提供的主题进行撰写是否一定要和给定的领域主席沟通？

- 从确认选题到提交研究计划大致应该提前多久准备?
- 会议论文研究计划时间点安排如何安排合适?

Good research matters, regardless of methods.

- 之前有老师跟我提到 BERA 的投稿特别关注理论部分的贡献，那么 AERA 对研究计划最看重的是哪部分的论述呢？
- 国外各个会议是不是更倾向于接收 empirical research?
- 如果实验资源不足，是不是尽量选择理论性强的主题进行撰写？
- 实证研究和量化研究哪类更适合 AERA 会议论文投稿？

- 在起论文标题时如何能够做到高度概括问题并且吸引别人
- 在英语水平有限的情况下，如何能让文章看起来"高大上"
- 在写摘要时，是否应当具体到每一项研究的具体结论? 如果结论太多，应该突出哪些?

Example 2: The key - title and abstract

- The title is the first, and sometimes only, part of your paper that potential readers will see.
- So it's important to grab their attention and entice them to read your paper.
- It's also important to accurately portray your work so readers aren't misled by a catchy but not-quite-accurate title.

An effective title

- Convey the **main topics** of the study
- Highlight the **importance** of the research
- Be **concise**
- **Attract** readers

Writing a good title can be challenging.

1. First, list the topics covered by the manuscript.
2. Try to put all of the topics together in the title using as few words as possible.
3. A title that is too long will seem clumsy, annoy readers, and probably not meet journal requirements.
4. A title should include enough information about what makes your paper be of interest to other researchers.

Example 2

- How the FTE policy affected academically eligible students' college and major choices?
- How does Free Teacher Education(FTE) policy affect Chinese students' college and major choices?
- How FTE Policy Affect High School Graduates'College Choice in China
- Does the FET policy can make more students choose to be a teacher?

Example 2

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- How does Free Teacher Education(FTE) policy affect Chinese students' college and major choices?
- How FTE Policy Affect High School Graduates'College Choice in China
- Does the FET policy can make more students choose to be a teacher?

Think about the keywords:

- Free Teacher Education policy
- college choice
- major choice
- methods: DID, RCT
- China

Example 2

Think about what is important to the literature?

- free college
- teacher shortage
- college choice
- major choice
- causal inference/methods
- China

Example 2

The title evolution:

18 APPAM Behavioral Responses to Free Teacher Education with
Conditions: Evidence from Two National Policy Experiments

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18 APPAM   Behavioral Responses to Free Teacher Education with
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20 AERA   The Effects of Free College for Future Teachers: Experimental
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20 AEFP Recruiting the Very Best Future K-12 Teachers Using Free College:
Experimental Evidence on Why It Fails

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Experimental Evidence on Why It Fails

> *Session: Examining the Teaching Pipeline: Decisions and Diversity
> of Potential Teachers*

Example 2 - Which division?

Research papers often fit multiple divisions/topics/themes.

- K-12 education -> teachers
- Higher education -> college choice/free college

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My choice:

20 AERA Division K: Teaching and Teacher Education - Section 9: Teacher Education Innovation and Policy

20 AEFP Educator preparation, professional development, performance and evaluation

Example 2 - submission

The Effects of Free College for Future Teachers:
Experimental Evidence from National Policies in China

Abstract

This paper studies the impacts of free teacher education with a full-time service requirement on student college choice. Focusing on the policy changes in an ambitious national Free Teacher Education program in China, we use a generalized difference-in-differences model and unique, large-scale administrative data on student college choice to evaluate the policy impacts. Consistent with the theoretical framework, female and economically disadvantaged students are more responsive to the policy; but the policy impacts fade out over the years. Supplementing with a randomized controlled trial experiment, we provide novel evidence on how students behaviorally respond to different free teacher college policy designs, particularly the committed service length and the program name affects students' willingness to become a future teacher.

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The Abstract is:

- A summary of the content of the journal manuscript
- A time-saving shortcut for busy readers
- A guide to the most important parts of your manuscript's written content

Many readers will only read the Abstract of your manuscript.

It has to be able to stand alone.

Making a good impression will encourage researchers to read your full paper.

How to write an abstract?

Your paper will answer the following questions

- What was done?
- Why did you do it?
- What did you find?
- Why are these findings useful and important?

The Introduction section answers these questions in fewer words.

The Abstract answers these questions in fewer than Introduction words (100-200).

How to write an abstract?
Five-sentence principle

1. 论文在文献里的定位
   ▷ Introduction
2. 这篇文章做什么
   ▷ Research Design
3. 为什么做
   ▷ Literature & Hypotheses
4. 发现了什么
   ▷ Results
5. 有什么意义
   ▷ Conclusion

Example 2
Answer 1

1. Recruiting and retaining qualified teachers is essential to improve K-12 education.

2. In 2018, the"Free Teacher Education (FTE)"policy has shortened the service period from ten years to six years and been renamed as "Publicly Funded Teacher Education"to increase the attractiveness of the policy.

3. This study would like to explore how the FTE policy affected academically eligible students'college and major choices, by conducting both natural and lab experiments.

4. Results have found that there are influences of service period and policy name in the policy's attractiveness,

5. that could provide novel evidence on students'behavioral responses to teaching scholarships and contribute important international evidence for both researchers and policy makers.

Example 2

1. To solve the problem of teacher shortages in underserved areas, China has implemented Free Teacher Education(FTE) policy in 2007.

2. The purpose of this study is to explore how the policy and its modification in 2018 affect students'college choices.

3. Data is collected from high school graduates in one province of China.

4. Based on the human capital and behavioral economics theory, the finding indicates rural students and female students are more attracted to the FTE policy by using difference-in-differences model.

5. Additionally, the RCT design shows shortening the service period and changing the policy name would increase student's willingness to choose teacher education, especially female students and low-income students.

6. The study contributes empirical evidence for preservice teacher education and its policy making.

Example 2
Answer 3

1. Many countries have introduced incentive policies to attract talents to engage in teaching, however, the attractiveness of the policy may be undermined some factors.

2. Our study aims to reveal how policies affect students'choice of colleges and majors.

3. By conducting DID and RCT, the two experiments we did till now show that females from low-income families are more encouraged to choose FTE, and that the appropriate revision of FTE policy will increase students'willingness to choose teacher education.

4. This study will help policy makers to make more attractive policies.

Example 2

My answer

1. This paper studies the impacts of free teacher education with a full-time service requirement on student college choice.

2. Focusing on the policy changes in an ambitious national Free Teacher Education program in China, we use a generalized difference-in-differences model and unique, large-scale administrative data on student college choice to evaluate the policy impacts.

3. Consistent with the theoretical framework, female and economically disadvantaged students are more responsive to the policy; but the policy impacts fade out over the years.

4. Supplementing with a randomized controlled trial experiment, we provide novel evidence on how students behaviorally respond to different free teacher college policy designs, particularly the committed service length and the program name affects students'willingness to become a future teacher.

1 Strong proposal.
2 Thank you for your proposal, I really enjoyed this proposal and would love to attend this session.

3   ▷ This study uses a differences-in-differences approach as well as an RCT to study the impact of a free college program for prospective teachers on students'college choice in China.

Comments from AERA reviewers

3   ▷ This study uses a differences-in-differences approach as well as an RCT to study the impact of a free college program for prospective teachers on students'college choice in China.

     ▷ Given the prevalence of free college in contemporary policy discussions, this examination of one such program (involving tuition waivers and stipends in exchange for a 10-year commitment to teaching in low-income public schools) is incredibly timely.

Comments from AERA reviewers

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  ▷ The authors conducted an RCT using a survey measure to assess the relative importance of these changes to uptake.
  ▷ This is a fascinating paper and a rigorously designed study.

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- ▷ The authors conducted an RCT using a survey measure to assess the relative importance of these changes to uptake.
- ▷ This is a fascinating paper and a rigorously designed study.
- ▷ While the analysis is ongoing, but the authors present compelling results in this proposal. There is a lot already here and the authors will have to be judicious in what results they choose to present to tell a compelling and concise story.
- ▷ The authors might also consider making connections to other free college proposals currently being discussed in the U.S. and how this evidence might guide their design or evaluation.

- Theoretical framework is window dressing
- Model 1 has mistakes
- Lack of details in the empirical analysis
- Typos and grammar errors
- Still incomplete (as of 03/24/2020)

Any questions?

Summary

If you can write good proposals

You can conduct good research as well.

Keep calm and wait.

Keep working on your projects.

Everyone who submits proposals encounters rejection. Even senior professors may fail.

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Appreciate and enjoy the process in which you have a chance to understand yourself and the proposed project.

Conditional on proposal quality, acceptance may be random

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Keep trying.

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Failure is normal and success is rare.

Keep trying.

Have fun!

Best luck with your research!