

International Conference on Computers in Education (ICCE)

Award Guidelines and Criteria (Public Version)

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In each ICCE edition, the following awards will be presented to the papers published in the main conference proceedings or poster designs presented at the conference,

- Best Overall Paper Award
- Best Student Paper Award
- Best Technical Design Paper Award
- Best Poster Design Award(s)

The first three awards are collectively known as “Best Paper Awards” in this document.

Although a paper may be nominated in more than one award category, no paper is allowed to win more than one award. Some measures are laid out in the “Best Paper Awards Selection Process” section of this document to guide the International Program Committee (IPC) in dealing with such possible situations.

Under normal circumstances, there shall be no more than one (1) winner per award category per year. Guidelines in dealing with exceptional cases will be laid out in the “Best Paper Awards Selection Process” section on this document.

Best Overall Paper Award / Best Student Paper Award

Purpose

The purpose of the Best Overall Paper Award is to recognize and promote quality contributions to academic research and writing among scholars and students who present papers at the ICCE.

The Best Student Paper Award is established to encourage and recognize papers presented at the ICCE with graduate students or undergraduate students as the first authors.

Eligibility

All full papers published in the ICCE main proceedings of the year (i.e., at least one author of each paper is registering for conference participation), regardless of the status of the first authors (i.e., scholar, student, educator, policy maker or professional, etc.) are eligible for competition for the Best Overall Paper Award.

All full papers published in the ICCE main proceedings of the year (i.e., at least one author of each paper is registering for conference participation) with graduate students or undergraduate students as the first authors (known as “student paper” hereafter; while the rest of the papers are known as “non-student paper” hereafter) are eligible for competition for Best Student Paper Award.

In this regard, any paper with a student as the first author is eligible for *both* Best Overall Paper Award and Best Student Paper Award. A paper whose first author is *not* a student is only eligible for Best Overall Paper Award *but not* Best Student Paper Award.

Winners of both awards are to be selected by award selection committees (at the final evaluation stage) from candidate papers nominated by all of the sub-conferences for each of the Best Paper category (at the nomination stage). Full details on the selection processes will be given in the “Best Paper Award Selection Process” section of this document.

Nominees who fail to present their papers at the conference will be automatically *disqualified*.

Award Criteria

The main conference may receive and accept (but is not restricted to) the following types of papers, namely,

- ***Empirical papers*** that report original research work with the objective of *understandings* of ICT-mediated educational ecologies, processes and outcomes in authentic settings (e.g., ethnographic studies, evaluations of educational policies or practices, questionnaire-based studies or development of survey instruments, teacher or student beliefs);
- ***Interventionist papers*** that report original research work with the objective of *improvements* of ICT-mediated educational processes and outcomes (e.g., development of innovative ICT-based learning systems, designs of pedagogical/learning programs or strategies mediated by existing ICT tools, teachers’ professional development programs, translations and scaling up);
- ***Conceptual and critical review papers*** that either seek to define a research issue and propose a theoretical exposition/explanation capable of empirical testing (e.g., theoretical papers), or draw upon or synthesize existing knowledge to define what is currently known about a topic or issue (e.g., literature review papers, methodological papers) .

Table 1 depicts the evaluation criteria of individual paper types, with varied emphases being specified. Eligible papers that do not fall into any of the listed types or encompass multiple types

may be evaluated by the criteria determined by sub-conference co-chairs (at the nomination stage) or the award selection committee (at the final evaluation stage).

Apart from the criteria stated in Table 1, a meta-criterion that is specifically applied to the Best Overall Paper Award category is that the winner of the award should be a paper that substantiates a new and novel idea or approach contributing to the cumulative knowledge base of the field and is likely to *inspire* fellow scholars in their research, as opposed to just grinding out yet another example of a well-known approach or result (even if the study was neatly conducted and reported). In other words, it is the “WOW” factor that we hope to see in the winning paper.

Table 1: Evaluation criteria of three types of papers under Best Overall Paper Award and Best Student Paper Award categories

	Empirical paper	Interventionist paper	Conceptual and critical review paper
Research & theoretical framing (25%)	<ul style="list-style-type: none"> Well-articulated research inquiry/objective(s) and/or well-formulated research questions Appropriate and adequate literature review beyond mere enumeration of references but with good synthesis and critical analysis that lead to the establishment of a sound theoretical framework to inform the study Required concepts and jargon are introduced judiciously and clearly 		
Research context, methodology and analysis (30%)	<ul style="list-style-type: none"> Clear and precise description of the empirical context (the background information of where the empirical study was situated in and who the subjects were) Clearly and appropriately established match between the research inquiry / theoretical framing and the methodology (empirical or otherwise) employed Completeness and quality of analysis 	<ul style="list-style-type: none"> Clear and precise description of the empirical context (the background information of where the empirical study was situated in and who the subjects were) Clearly and appropriately established match between the research inquiry / theoretical framing and the methodology (empirical or otherwise) employed Sound technical and pedagogical/learning design Completeness and quality of analysis 	(For literature review paper or methodological paper) <ul style="list-style-type: none"> Adoption and perhaps adaptation of appropriate research methodology given the research inquiry or research questions of the study Completeness of the framework established for comparison and quality of analysis
			(For theoretical paper) <ul style="list-style-type: none"> A novel theoretical exposition or development of a theoretical framework through rigorous synthesis, deduction and/or challenges of existing knowledge and prior research Development of new theory or theoretical framework with the

			support of the authors' prior study(ies) is a plus
Discussion & conclusion (30%)	<ul style="list-style-type: none"> • In-depth interpretation and rise-above from the research findings and prior literature by providing novel insights and expositions that stretch, refine or challenge the theoretical constructs • Promotion of a continuing and significant research agenda, or, improved, adaptable and scalable professional practices • Well-articulated limitations in the reported study 		
Presentation (15%)	<ul style="list-style-type: none"> • Readability, coherence, effective organization and presentation of concepts, facts, expositions, figures, tables, etc. • Use of clear, concise and comprehensible language 		

It is important to note that sub-conference nominators and award selection committee members shall *not* be biased to pick papers on one category versus another (e.g., interventionist studies versus papers on translations and scaling up) or research methodologies (e.g., quasi-experimental designs versus design-based research versus case studies; quantitative versus qualitative studies). All eligible/nominated papers, regardless of their nature, should be fairly evaluated and compared.

Best Technical Design Paper Award

Purpose

This award is design for papers with outstanding work on the technical design of systems for pedagogical or educational use. This is for encouraging researchers to conduct research on technical design of innovative ICT solutions so that we have a continuum of research from technological to pedagogical/learning aspects.

Eligibility

All full and short papers published in the ICCE main proceedings of the year (i.e., at least one author is registering for conference participation) are eligible for competition for Best Technical Design Paper Award.

Unlike Best Overall Paper Award and Best Student Paper Award where only full papers are eligible for the competition, short papers may be considered for nominations in this category. The rationale is that the Best Technical Design Paper Award is installed specifically for celebrating innovative technical design, which is very different from the purpose of Best Overall Paper Award and Best Student Paper Award. However, as the full paper selection criteria of individual sub-conferences at the paper review stage are typically similar to that of Best Overall Paper Award and Best Student Paper Award, thus denying the award opportunities of potentially strong candidate

papers which excel in the technical design aspect but are not able to be selected as full papers due to different selection criteria.

In selecting Best Technical Design Paper nominations, sub-conference nominators are however advised to give priority to the full papers, before considering the accepted short papers.

Nominees who do not present their papers at the conference will be *disqualified*.

Award Criteria

Two types of papers are potential winners (and nominees) of Best Technical Design Paper Award: (1) Papers on the design of highly innovative and yet technically and pragmatically (for potential real-life applications to learning, teaching and/or assessment) sound learning technologies or systems; (2) Papers on adopting, assembling or integrating off-the-shelf technological tool(s) but applying it (them) to teaching, learning and/or assessment in a highly innovative manner.

The winner (and nominees) shall be determined based on the following criteria,

Research & theoretical framing: (20%)

- Clear and precise problem statement and/or the objective(s) of the designed system
- Appropriate and adequate literature review on related technologies and technological solutions, and to establish the basic theoretical rooting of the design

System design: (30%)

- Well-articulation of a technologically rigorous design and development of the system
- Design of pragmatically sound pedagogical, learning or assessment processes/strategies around the system (i.e., not just presentation of a 'plain' system)

Evaluation: (15%)

- **Bottomline:** At least some software engineering-oriented test(s) that *involved potential real users* (e.g., students and/or teachers), such as usability test, user acceptance test, Alpha test or Beta test, being conducted, with results being analyzed as well as discussion on how they have informed the refinement of the system.
- Though not mandatory, report on empirical pilot study(ies) on actual pedagogical, learning or assessment activities around the system is a plus.

Discussion and Conclusion: (20%)

- Promotion of a continuing and significant research agenda (e.g., in terms of future system improvement and empirical studies)
- Well-articulated limitations in the system design and the status of the study
- Discussion of adaptability and scalability issues of the system, and the prospective of deploying the system in real-life pedagogical, learning or assessment practices

Presentation: (15%)

- Readability, coherence, effective organization and presentation of concepts, facts, expositions, etc.
- Use of clear, concise and comprehensible language

A meta-criterion of this award is that the winning paper should be reporting a system that is well-situated in the context of the improvement of pedagogical, learning and/or assessment processes, instead of a paper that focuses only on technological innovation that shows greater value in the advancement in engineering field over technology-enhanced learning research.

Best Paper Award Selection Process

The award selection process is comprised of two stages: The nomination stage and the final selection stage.

The Nomination Stage

This stage shall be completed within one month after the notifications of acceptance are sent out.

- Within each sub-conference, the IPC co-chairs are to select one (1) nominee each for the three categories of Best Paper Awards. In selecting the nominees, the co-chairs may also refer to (but not to be dictated by) reviewers' comments and award recommendations.
- In principle, a non-student paper is eligible for both Best Overall Paper Award and Best Technical Design Paper Award; a student paper is eligible for all three paper awards. An individual paper may be nominated for up to two awards.
- In the event that a student paper is nominated for Best Overall Paper Award (because it is determined as the best paper within the sub-conference – even beating non-student papers), it should by default be nominated as Best Student Paper Award as well.
- The sub-conference IPC co-chairs may opt not to nominate any paper for any category if they feel that none of the eligible papers meet the award winning standard.

The Final Selection Stage

This stage shall commence right after the nomination stage and be completed within 1 ½ month.

1. The IPC Coordination Chair will assume the role of Award Coordinator of all three awards, or to invite other IPC Standing Committee members (including Conference Chair, IPC Coordination Co-Chair and/or Conference Consultants) or APSCE EC members to coordinate individual awards. In the event that the IPC Coordination Chair is an author or a co-author of any nominated paper in any category, (s)he shall not be involved in this stage in any way. The same principle of avoiding conflict-of-interest shall apply to the selection of alternative award coordinators.

2. The award coordinator of each category will then proceed to identify and invite *at least* three (3) established scholars in the technology enhanced learning field to form the Award Selection Committee of the specific category.
3. The winner of each award category will be determined by the corresponding award selection committee based on the *final CRC version* of the nominated papers.
4. Under normal circumstances, there should be no more than one (1) winner per award category per year. However, the award selection committee of any particular category may decide to award two (2) winners, subject to the conference chair and IPC coordination co-chairs' endorsement, in case the top two nominees are very close to each other in their quality and there is a dispute among the committee members in which one should be the winner. *No* more than two winners per category per year are allowed under any circumstances.
5. If the award selection committee of any particular award thinks that no nominated paper meets the award benchmark, the committee may recommend that no award will be given that year. This is a measure to gradually elevate the prestige of the Best Paper Awards (and consequently, to elevate the prestige of the conference) with a high benchmark that all the conference paper authors are encouraged to pursue and achieve.
 - If such a decision is reached, the award selection committee must select 1-3 strongest papers among the nominees and give them Special Mention Award(s) for the sake of encouragement.

Best Poster Design Award(s)

Purpose

The purpose of Best Poster Design Award(s) is to recognize and promote quality visual and verbal presentations of posters at the ICCE. The poster papers published in the proceedings are *not* to be evaluated.

Eligibility and Award Categories

All poster papers accepted by the main conference and Work-in-Progress Posters (WIPP) are eligible for consideration. However, 'no-show' posters or exhibited posters without the presence of the author during the designated poster sessions at the conference will be automatically *disqualified* from the award process.

Award Criteria

Three main *criteria* will be considered by the judges when evaluating each poster:

1. Poster style (40%)
2. Poster content (40%)
3. 1-minute oral presentation (20%)

Award Selection Process

The award selection process shall commence at least 1 month before the start of the conference. The process is coordinated by Poster Coordination Co-Chairs.

1. One of the Poster Coordination Co-Chairs will assume the role of Best Poster Design Award Coordinator. The award coordinator will identify and invite at least three Award Selection Committee members (judges).
2. During the conference, the award coordinator will provide judges the Poster Evaluation Forms. The judges must visit all the posters to carry out their judging duties.

Announcement and Presentation of the Awards

The list of nominated papers for the three Best Paper Awards will be announced on the conference website at least three weeks before the CRC submission due date. Corresponding authors of individual nominated papers will also be notified by email around the same time. This is to encourage the authors (and give them adequate lead time) to put in additional efforts in improving their papers.

As all main conference posters and WIPP are eligible for the Best Poster Design Award(s), no nominee will be determined and announced in advance.

All the awards will be announced and presented at the closing ceremony of the conference. A certificate will be presented to each winning paper or poster.