



Practitioner and Industrial Track Proceedings of the 13th International Conference of the Learning Sciences (ICLS18)

Research-informed practice and industry

University College London, London, UK

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One of the fundamental purposes of educational research is to provide evidence to facilitate effective practice. Frequently reported barriers to gathering evidence in education are poor access to good quality, relevant research, and the lack of timely research outputs. Encouraging collaboration between researchers, policymakers and practitioners to enhance collaborations and the skills of all three stakeholders are crucial. The Festival of Learning in the UK in 2018 was an excellent opportunity to address some of the education hurdles and to leap forward.

In the Learning Sciences, there is a great deal of innovative work that is related to applying theory to practice. The main purpose of the conference's Practitioner Track was to share reflections and examples of quality research with practitioners to initiate further collaborations between education researchers and practitioners in schools. We hope that there will be many collaborations for both small and large-scale interventions, longitudinal studies and case studies of practice.

Papers submitted to the practitioner track were peer-reviewed according to a set of criteria that focused on practice. The main criteria being the paper's overall quality and relevance to practice.

The authors were asked to include:

1. a description of the intervention
2. information about the context from which results were generated
3. an explanation of the challenges and opportunities associated with the implementation
4. connection of the paper to the main conference theme.

It should be noted that sales pitches were not in the spirit of the conference. Therefore, overt or covert sales pitches of educational technology products were not accepted. Reviewers looked for evidence that a paper takes into account the four criteria above. Further guidelines for papers were: 3 pages minimum and 6 pages maximum (set out in the [MS Word template](#)), written in English, single blinded to the author, submitted to icle2018@ucl.ac.uk by 11:59pm Pacific Standard Time (GMT-8), February 28, 2018.

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