

EDTECH 603 Global/Critical and Cultural Perspectives in Educational Technology

3 Credit Online Course (Change credits as applicable)

Instructor Information

Young Baek, PhD Office: (208) 426-1023 Office Hours: Monday 11:00 – 13:00 MST (in person or on

skype/google hangouts) Skype Name: youngkbaek Google: youngkyun.baek Email:

youngkyunbaek@boisestate.edu; Website: <http://edtech.boisestate.edu/>;

<http://gamestudio.boisestate.edu>

Course Description

(adapted from the *Graduate Catalog*): Explores the implementation of information and communications technologies (ICTs) in educational contexts outside of the United States. Considers the promises and challenges of such ICT integration in both developed and developing countries. This course has recently been renamed, using the term “Critical” used in place of “Global.” However, for the time being, the course makes connections both terms, looking critically at ICTs in education in relationship to global processes of development and modernization.

This course places special emphasis on:

- discussion and interaction among students;
- the role of language and the alphabet in the use of ICTs;
- the non-English “developing” world;
- ways of understanding different cultures.

Objectives: Upon completion of this course, students will be able to:

- Define and describe culture, technology and development in academic and methodological terms;
- define and describe different writing systems, and how computer technologies have come to accommodate these;
- identify and describe relationships between local cultures and global technical conditions;
- independently identify a topic relevant to critical and/or cultural and global implications of educational ICTs, and develop a position on this topic;
- effectively communicate this topic and position to others in class using more than one medium of communication.

This course is different from the others you’ve taken so far in the program:

1. In looking at educational technology from critical and cultural perspectives, this course begins by focusing

what “culture” and “education” mean, mostly from perspectives of those *outside* of the US (and Western nations like it).

2. This means that we will need to read and discuss some texts outside of educational technology. In Unit 2, these texts come from the fields of sociology (Baker, Inglehart, & Welzel) and of the philosophy of technology (Feenberg).
3. The expectation is NOT that you will understand or master all of the words, ideas or arguments, but that you will gain an informed familiarity with them. This means that we need to share our questions about terms and ideas (in the online discussions), as well as comparing and evaluating their broader significance.
4. Reflections on broad theories of culture, social development and technology will be important (again in the online discussions). Issues related to politics and religion may arise, and I expect these to be treated not as a direct reflection of your personal convictions, but rather as issues for sociological and academic consideration.
5. Enormous cultural differences are very directly expressed through languages and systems of writing. In a global context, computers (and the Internet) must accommodate these. Very specific (but global) technologies and standards have been developed for this purpose, and it is important to learn about them. This means going into some of the basics of computers operations, and the way that they deal with data, as we will do in Unit 3.
6. I expect all of this to inform your choice and review of a scholarly article in Unit 4. The emphasis here, as in the rest of the course, is on the independent formulation and expression of your thoughts, and your informed familiarity with the issues, rather than on your mastery a set of terms or techniques.
7. In Unit 5, on Sugatra Mitra and the “Hole in the Wall” project, we look at articles and issues related directly to Ed. Tech. However, the emphasis will again be on critique and independent thinking, and on expressing and justifying your ideas and claims based on what you’ve read and viewed.
8. Something similar applies to Unit 7, which focuses on the case of the One Laptop Per Child project (OLPC) based in MIT. The point here is look at the ideas and assumptions (about technology and “learning”) lying at the origins of this project, and how they might shed light on the problems that have more recently plagued this undertaking.
9. This emphasis on effective writing, coherent argumentation, and on evaluative and critical thought will remain central throughout the remainder course, particularly in the written assignments that take up the last few weeks of the semester (Units 6 and 8).

Course Location and Login Information

This is an online course delivered in Moodle (<http://edtech.mrooms.org/>). The Moodle login page explains how to login to Moodle. Contact Moodle Support at moodlesupport@boisestate.edu if you have problems accessing Moodle. If you have forgotten your password, click the link below the login box, "lost password?" and you will be

able to reset it.

Course Materials:

Required Course Text:

NONE.

Other Required Readings -Articles are made available in Moodle (no purchase necessary; listed in order to be read in course):

- Baker, D. P. (2014). *The schooled society: The educational transformation of global culture*. Stanford University Press. (Pp. 1-18.)
- Gulati, S. (2008). Technology-enhanced learning in developing nations: A review. *The International Review of Research in Open and Distributed Learning* 9 (1), 1-14.
- Richards, G. (2014). Open, distance and e-learning in Africa. *IAU Horizons* 20(1/2), 30.
- Feenberg, A. (2010). *Between reason and experience: Essays in technology and modernity technology in a global world*. MIT Press. (Pp. 107-124.)
- Modernization theory. (2010). In *The Blackwell Encyclopedia of Sociology*. Oxford: Blackwell. Pp. 30713078.
- Sterbenz, C. (July 3, 2014). This Chart Explains Every Culture In The World. *Business Insider*.
- Marcus, Aaron and Gould, Emilie West (2000). "Crosscurrents: Cultural Dimensions and Global Web User Interface Design, *Interactions* 7(4) 32-46.
- Gnanadesikan, A.E. (2008). *The Writing Revolution. The First IT Revolution*. Blackwell-Wiley. (Pp. 1-12.)
- ASCII. (2015, August 11). In *Wikipedia, The Free Encyclopedia*.
- Unicode, Inc. (2015). *The Unicode® Standard: A technical introduction*.
- Mitra, S., Dangwal, R., Chatterjee, S., Jha, S., Bisht, R. S., & Kapur, P. (2005). Acquisition of computing literacy on shared public computers: Children and the "Hole in the Wall." *Australasian Journal of Educational Technology*, 21(3), 407-426.
- Arora, P. (2010). Hope-in-the-Wall? A digital promise for free learning. *British Journal of Educational Technology*, 41(5), 689-702.
- Cuban, L. (2013). No End to Magical Thinking When It Comes to High-Tech Schooling. *Larry Cuban on School Reform and Classroom Practice*
- Papert, S. (1980). *Mindstorms: Children, computers, and powerful ideas*. Basic Books, Inc. Pp. iv-17.
- Erneling, C. E. (2010). *Towards discursive education: Philosophy, technology, and modern education*. Cambridge University Press. (Pp. 4-39.)
- Kraemer, K. L., Dedrick, J., & Sharma, P. (2009). One laptop per child: vision vs. reality. *Communications of the ACM*, 52(6), 66-73.
- Colombant, N. (2011). Some Development Experts Criticize 'One Laptop Per Child' Initiative in Africa. *Voice of American English News*.
- Cristia, J., Ibararán, P., Cueto, S., Santiago, A., & Severín, E. (2012). Technology and child development: Evidence from the one laptop per child program. IZA Discussion Paper No. 6401.

Internet Connectivity

You need an up-to-date computer with an Internet connection in this course.

Course Assignments

Detailed information about each assignment is posted in Moodle. Check Moodle and your Boise State email regularly each week; announcements and course updates can be posted at any time.

	Assignments	Points
1	Discussion	25%
2	Article Review	15%
3	Paper Proposal	15%
4	Draft Paper and Peer Review	25%
5	Final Paper	20%

AECT Standards

Course assignments are aligned to the Association for Educational Communications and Technology ([AECT Standards, 2012 version](#)).

Assignments are listed by number (based on the assignments list above) in the following table under the standard they are aligned to.

	Standard 1 Contents Knowledge	Standard 2 Contents Pedagogy	Standard 3 Learning Environments	Standard 4 Knowledge & Skills	Standard 5 Research
Creating					4,5
Using	1,2,3,4,5		1,2,3,4,5	1,2,3,4,5	1,2,3,4,5
Assessing/Evaluating	1,2,3,4			2,3,4	2,3,4
Managing	4,5				1,2,3,4,5
Ethics					
Diversity	1,2,3,4,5		1	1,2,3,4,5	2,3,4,5
Collaborative Practice	1,2,3,4		1,2,3,4	1,2,3,4	1,2,3,4
Leadership				2,3,4	2,3,4
Reflection on Practice	1,2,3,4,5				
Theoretical Foundation	1	1	1	1	1,2,3,4,5
Method	1	1	1	1	1,2,3,4,5

Grade Scale

Final grades are based on the following scale.

Grade	Points Required
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A+	98 – 100 %
A	93 – 98 %
A-	90 – 92 %
B+	83 – 89 %
B	80 – 82 %
C	70 – 79 %
D/F	< 69 %

Grading Cycle

I will provide grades and detailed feedback within 2 weeks (maximum) of receiving the assignment. My feedback and grading will be timed so that it is formative, and can be integrated into the next assignment.

Additional Information about Assignments

Describe course-specific assignment requirements such as synchronous/asynchronous delivery or how assignments will be completed/submitted.

Late Work Policy

A percentage point from each assignment, and thus from the final course grade, will be deducted for every day that an assignment is late. In the case of some assignments, delays may make it impossible for me to provide formative feedback, resulting in further grade losses. Please note that I will not accept any assignments after **Dec. 9, 2016**.

Technical Difficulties

On occasion, you may experience problems accessing Moodle or class files located within Moodle, Internet service connection problems, and/or other computer related problems. Make the instructor aware if a technical problem prevents you from completing coursework (by gathering screenshots and other evidence). If a problem occurs on our end, such as Moodle or EDTECH2 server failure, then an automatic due date extension is granted.

Reasonable Accommodations

Students with disabilities needing accommodations to fully participate in this class should contact the Disability Resource Center (DRC). All accommodations must be approved through the DRC prior to being implemented. To learn more about the accommodation process, visit the DRC's website at <http://drc.boisestate.edu/new-drc-students/>.

The Disability Resource Center is located on the first floor of the Lincoln Parking Garage, on the corner of Lincoln Ave. and University Dr. at Boise State University. They are available Monday through Friday 8:00 a.m. to 5:00 p.m. Mountain Time.

Phone: 208.426.1583

Email: drcinfo@boisestate.edu

Website: <http://drc.boisestate.edu/>

Privacy Information

EDTECH courses involves online delivery and for some courses public display of assignments on websites or social media spaces. In the online course, your name, email address, and Moodle profile may be visible to others who have logged into Moodle. You are advised to familiarize yourself with privacy settings on Moodle or social media sites associated with the course. Privacy settings can sometimes be adjusted to restrict certain types of information. Please contact your instructor if you have questions or concerns.

Academic Honesty

Students are expected to create original work for each assignment. Students must follow the [Boise State Student Code of Conduct](#) as well as observe [U.S. copyright laws](#) in this course.

In the event of academic dishonesty, a complaint is filed with the Boise State Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, grade reduction, expulsion, etc.).

Policy for Incompletes

Incompletes are not guaranteed. However, when they are given incompletes adhere to [Boise State University guidelines](#) as follows:

Instructors can enter a grade of I—for incomplete—if both of the following conditions are present:

- Your work has been satisfactory up to the last three weeks of the semester.
- Extenuating circumstances make it impossible for you to complete the course before the end of the semester.

In order to receive an incomplete, you and your instructor must agree to a contract stipulating the work you must do and the time in which it must be completed for you to receive a grade in the class. The terms of this contract are viewable on my.BoiseState under Your Student Center To Do List. The contract time varies as set by the instructor but may not exceed one year. If no grade other than incomplete has been assigned one year after the original incomplete, the grade of F will automatically be assigned. The grade of F may not be changed without approval of the University Appeals Committee. You may not remove the incomplete from your transcript by re-enrolling in the class during another semester. A grade of incomplete is excluded from GPA calculations until you receive a final grade in the course.

Course Schedule

- Please note that students are expected to spend 9-12 hours each week on each EDTECH course during a regular academic session. The workload is approximately doubled during the compressed summer sessions.
- Please see the Moodle course for further detail.
- The instructor reserves the right to make changes to the schedule as needed.
- Rows in gray identify units or weeks where work and participation are focused on an assignment.
- Most units span 2 weeks; a few “assignment units” take place only over one week (**Oct 23- 29; Nov. 13-19**)

Week	Topic (Chapter in Creswell text)	Assignment	Due	%
Aug 20 - 26	Course Introduction	Introductions; Discussion*	Aug 26	25%
Aug 27 - Sep 09	Technology, Culture and Modernization	Discussion*	Sep 09	
Sep 10 - Sep 23	Languages, Writing & Coding	Discussion*	Sep 23	
Sep 24 – Oct 07	Article Review Assignment	Article Review	Sept 26, Oct 01, Oct 02 - 7	15%
Oct 08 – 21	Sugata Mitra: The Hole in the Wall; Context and Critique	Discussion*	Oct 21	
Oct 22 – 28	Paper Proposal (Oct. 29)	Paper Proposal Discussion*	Oct 28; Oct 30	15%
Oct 29 – Nov 11	Case Study: One Laptop per Child (OLPC) Project	Discussion*	Nov 11	
Nov 12 – 18	Draft papers and Peer Review	Discussion led by review groups	Nov 14; Nov 18	25%
Nov 19 - 25	Thanksgiving			
Nov 26– Dec 8	Assignment: Final paper	Discuss proposal abstracts and readings	Dec 8	20%

* Total score of discussion posts is 25% of final grade

Boise State University Academic Calendar

Please refer to the Boise State University Academic Calendar for University dates and deadlines:

<https://registrar.boisestate.edu/boise-state-academic-calendars/>

Graduate Catalog

Graduate Catalogs for present and prior academic years can be found online at:

<http://graduatecatalog.boisestate.edu/>

College of Education -The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Department of Educational Technology Mission

The [Department of Educational Technology](#) is a diverse and international network of scholars, professional educators and candidates who:

- Lead research and innovations in online teaching and learning
- Model, promote, manage, and evaluate digital-age work and learning resources in educational environments
- Inspire creativity and expertise in digital media literacies
- Design and develop imaginative learning environments
- Empower learners to be evolving digital citizens who advocate cultural understanding and global responsibility
- Promote and pattern participatory culture, professional practice, and lifelong learning
- Forge connections between research, policy, and practice in educational technology

ASSIGNMENTS

ARTICLE REVIEW ASSIGNMENT & ACTIVITY (SEPT. 24 - OCT. 7)

The "discussion" and "reading" for this module takes the form of a review and comment activity. In this activity, everyone reads and reviews one article/chapter in depth, and then learns about other articles/chapters through others' reviews.

Purpose: To become familiar with a relative variety of relevant literature, to summarize salient points in an academic article, and to practice academic writing.

Requirements: First, choose an article or book chapter for review from the list and links provided (you can also suggest an article or chapter not on the list). Then identify and summarize the main points in the reading, and to put them together into a coherent, flowing, 500-word summary. In your summary, please integrate any relevant ideas and issues that have come up in the course already.

STEP 1: By Sept. 26: Be sure you've put down your name and the title of the article you will review in the wiki tool. Also, create a new thread or topic in this discussion forum, naming it after the title of the article/ chapter you have chosen to review.

STEP 2: By Oct. 1 (at the latest): Compose and post a coherent, flowing, 500-word summary of the article. In

your summary, please relate your article or chapter to other readings and ideas in the course as appropriate. **(Be sure you've done this last step by Sept 29.)**

STEP 3: Oct 3-7: READ & DISCUSS: Read and post replies to at least two other article/chapter reviews. Be sure that you answer any questions that come up for your own review the thread you created in step 1!

PROPOSAL (OCT. 22-28)

- If you have any questions about the topic or argument for your proposal, please let me know as soon as possible. Your proposal can build on your earlier article review assignment, but you're also welcome to do something new or different.
- Post a one-page proposal (single spaced; ca 750 words) by Oct. 25 outlining what you will do in your paper, and submit this to the submission tool
- Post your own proposal by **Oct 28**
- Check out and comment on two others' proposals, and respond to those posted on your own proposal by **Oct 31**

Assessment of Proposal: This proposal will define the topic and argument for your presentation and your final paper. The rubric for the final paper also applies to the proposal. Unlike later stages in the doctoral program, these assignments do not involve original research, but require the review of existing research reported in the literature (i.e. in peer reviewed reports of empirical investigations, in government reports, and other writing situated in these contexts):

- "Topic" refers to an area of research, development or debate relevant to ed tech and culture/globalization. Examples of a topic include a focus on a particular ed tech project or set of policies in countries other than the US (e.g. MIT's one laptop per child project, recent work by Japan's MEXT department, religion and techniques/technologies for teaching in Saudi Arabia). Other examples involve comparison of a phenomenon relevant to ed tech in different cultures or countries (e.g., international corporate training and cultural differences; multilingual open educational resources for the European Union).
- "Argument" refers to a position that you take about the topic in question: e.g. the one laptop per child has been (un)successful because of local conditions; religious barriers to implementation of ed tech in Saudi are gradually being overcome; cultural differences make a global approach to corporate training impossible; great effort is expended, but with positive effects in multilingual systems for educational resources for the EU)
- The thesis statement in your proposal will identify both the topic and the argument you will be making about it.

DRAFT PAPER AND PEER REVIEW; FINAL PAPER (NOV. 12 – NOV. 18; DEC 8)

The following summarizes the peer review process:

- Exchange your first draft of final synthesis paper with one of your classmates (this is why I emphasized that your first draft should be a complete version of your paper). Do this by **Nov 14**.
- Review the Final Synthesis / Peer review Rubric, below. Please use this same rubric in reviewing and providing feedback on the paper you're reviewing. Do this by **Nov. 18**.
- I will provide my own (often quite detailed) feedback on the draft papers, and will be looking for **your response to all feedback in grading your final paper at the end of the course**.

Submit your review comments (with tracking changes on your peer's paper) to **Submit Peer Review of Draft Paper** for credit of completing the peer review. (I'll assign credit/points for the peer review but will not grade the first draft papers.)

Classmates and colleagues provide a perfect "first step" for feedback and insight. The point of peer review is to help each other understand and improve the quality of your work -not to improve self-esteem. A reviewer should test arguments for their strength and identify problems for correction. In your reviewing, consider encouragement optional and specific correction required. Please be specific, rigorous, helpful, and fair.

Guidelines

1. Consider the version submitted for peer review a finished piece -not a rough draft. You waste a reviewer's time and place an undue burden on them if you ask them to provide feedback on incomplete writing. It is the writer's responsibility to submit work that meets the assignment requirements. A reviewer has the right to refuse to edit a paper that is incomplete or does not meet minimum standards for college level writing.
2. Once you have chosen a partner, it is your responsibility to provide detailed and MEANINGFUL feedback to the author. Use the information contained in the rubric to help guide your review of one paper. Create a checklist if necessary. Look for errors in mechanics, APA formatting, length, etc. Carefully judge the quality of the paper's writing and argumentation.
3. Whether you use Google Docs or Microsoft Word, provide comments and suggestions in the paper itself by using the available features like the Track Changes tool or the Comment tool. Summarize your suggestions directly on the paper itself and provide an estimated score based on the points in the rubric.
4. Return the paper for revision no later than the due date noted in the assignment. This is critical to allow enough time for the author to make changes.
5. An exceptional paper will meet all of the assignment requirements at the highest level of quality. Writing an exceptional paper begins with an appropriate introduction and progresses through clearly articulated arguments and coherent transitions. Relevant and seminal sources are cited and assist in providing depth

of knowledge on the topic.

Keep these thoughts in mind as well:

- I place great value on writing to learn instead of writing to get a certain grade.
- Peer review should be a constructive process. You are not grading each other. You are helping each other write, argue, and think well. You should expect to learn as much from reviewing as from writing your paper.
- Peer review should ultimately reduce the number of mechanical errors that I see. (Remember, you are reviewing one paper while I must grade 20 papers or so). Missing apostrophes, incorrect reference formatting, and mistakes from not reading directions should all be corrected before I even see a paper.

RUBRICS

Rubrics for assessment of Online Participation

Category	A+/A	B+/A-	B-/B	C/C+
Online Presence and Timeliness	Postings are complete and on time/early	Postings are complete and on time/early	Postings are present but not consistent	Postings are absent or consistently late
References to personal experience & literature	Use references to literature, and personal experience to support comments.	Incorporates some reference from literature and/or Personal experience.	Unclear about incorporation of experience, readings etc.	Includes no references or supporting experience.
Follow-up postings	Posts thoughtful follow-up responses to others, showing clear understanding	Posts follow-up responses to others showing some understanding	Posts follow-up responses to others, but with little sign of thoughtfulness or understanding	Posts no follow-up responses to others.
Content of Contributions	Posts information and/or arguments that are on topic, relevant and thoughtful, showing careful reading and reflection.	Posts information and/or arguments that are on topic and relevant.	Posts information and/or arguments that are not entirely on topic, "correct," or relevant to discussion.	Posts information or arguments that are off-topic, incorrect, or irrelevant to discussion.
Clarity & Mechanics	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical and spelling errors.	Contributes valuable information to discussion with minor errors in clarity or mechanics.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.

Rubric for Jigsaw Review (based on discussion rubric, above)

Category	A+/A	B+/A-	B-/B	C/C+
Online Presence and Timeliness	Review posting is complete and on time/early	Review posting is complete and on time/early	Posting is late	Posting is absent
References to personal experience & literature	Use coherent arguments and/or references to literature to clearly evaluate reading.	Use arguments and/or some reference to literature to evaluate reading.	Unclear about position On article, unclear argumentation and/or references to literature.	Includes no references or supporting argumentation
Follow-up postings	Posts thoughtful follow-up responses to others, showing clear understanding	Posts follow-up responses to others showing some understanding	Posts follow-up responses to others, but with little sign of thoughtfulness or	Posts no follow-up responses to others.
Content of Contributions	Posts information and/or arguments that are on topic, relevant and thoughtful, showing careful reading and reflection.	Posts information and/or arguments that are on topic and relevant.	Posts information and/or arguments that are not entirely on topic, "correct," or relevant to discussion.	Posts information or arguments that are off-topic, incorrect, or irrelevant to discussion.
Clarity & Mechanics	Clear, concise review & comments presented in an easy to read style free of grammatical or spelling errors.	Review & comments presented in an easy to read style, largely free of grammatical or spelling errors.	Review & comments presented without great clarity or concision, with some grammatical or spelling errors.	Review & comments presented without clarity or concision, with significant grammatical or spelling errors.

Rubric for Proposal, Peer Review and Final Paper

Please **DO NOT** submit work completed in a prior class for this assignment. Your final paper will include a title with an abstract. The APA rules that will apply to this assignment will be headings, in-text citations, references, writing conventions and style, and Times New Roman, 12 pt font. NOTE THAT ALL PAPERS SHOULD BE SINGLE-SPACED.

	Exceptional	Satisfactory	Developing	Inadequate
	A	B	C	D/F
Content	Exceptionally focused on some aspect of critique, culture and/or international conditions with a clear connection to educational technology.	The paper is focused on some aspect of critique, culture and/or international conditions with some connection to educational technology.	The paper lacks focus. The connection of cultural/critical or international issue with technology may be irrelevant or missing.	This paper is missing a discussion on learning theory or educational technology. The information may be incorrect.
Structure & Clarity	The points made in the paper/proposal flow together in a coherent and logical manner. It is very well structured and easy to follow.	The points made are generally structured well, but there are occasional lapses or jumps in the flow of the writing.	The points are loosely structured and it is somewhat confusing to read. There are noticeable gaps in the flow of the writing.	The writing is confusing and it is nearly impossible to understand how everything fits together.
Research Focus	The research focus fits within an organized structure and is meaningful and relevant to the discussion and course.	The research focus fits within an organized structure and is somewhat meaningful and relevant to the discussion and course.	The research focus is somewhat organized but lacks relevance to the discussion and course.	The research focus is disorganized and lacks relevance to the discussion and course.
APA Style and Formatting	References are cited in APA style with no errors. Paper follows APA guidelines.	APA style errors occur one to three times in citations. Paper follows APA guidelines.	APA style errors occur four to six times in citations or paper does not follow APA guidelines.	APA style errors occur more than four times in citations and paper does not follow APA guidelines.
Length	3000 - 4000 words (for the paper; 750 +/- 50 for the proposal.) This count does not include references or abstract for the paper.	2500-3000 words or 4000 - 4500 words (for the paper; >800 OR <650 for the proposal.) This count does not include references or abstract for the paper.	1500- 2500 words or 4500 - 5000 words (for the paper; <600 or >900 for the proposal). This count does not include references or abstract for the paper.	less than 1500 words or >5000 words for the paper (<550 Or >1000 for the proposal). This count does not include references or abstract for the paper.