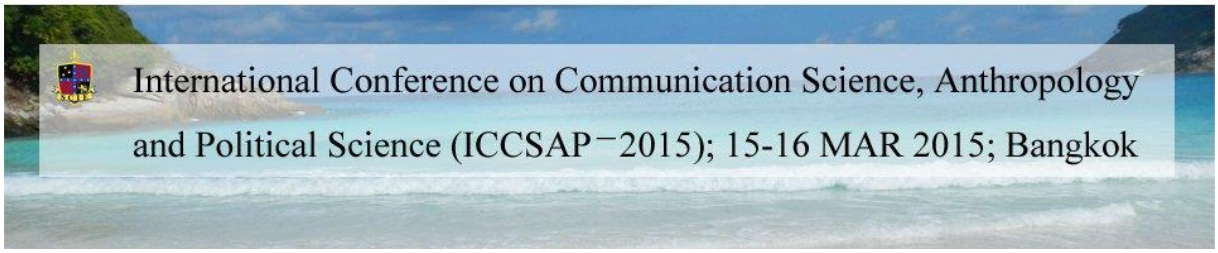

15-16 March 2015, Bangkok Thailand

Send all papers to: **ICCSAP@scie.org.au**

Key Dates

Sep 15, 2014	Paper submission (**OPEN NOW**); The review process is on a rolling basis and authors **will receive a final decision within 5 business days after submission**.
Jan 1, 2015	Last Day of Early bird registration
Mar 1, 2015	Last Day of Normal registration
Mar 15, 2015	Conference date

*please be advised, the extension of the submission date may be granted under specific request. The extension request need to be directed to conference secretariat by email: **ICCSAP@scie.org.au**

Topics: The conference is soliciting *literature review*, *survey*, *business case study* and *research papers and comments* including, whilst not limited to, the following areas of interest:

Communication Science
Hardware & Software for Multimedia Systems
Enabling Technologies for Multimedia
Multimedia Applications
Consumer Systems and Networks
Speech and Audio Processing
Image and Video Processing
Applied Signal Processing
Communication & Coding Theory
Opto-Electronics & Optical Communication
Soft Computing Applications
Wireless Communication
Fixed/Mobile Access Networks
Communication QoS and Reliability
Ad-hoc, Sensor & Mesh Networks
Next Generation Networks and Services
Authentication, Privacy, Security & Legal issues
Device Modeling
Circuit Design & VLSI
Analog Signal Processing
RF Circuit Design and Applications

November 2015: Writing With an Emphasis on Science

Deadline April 1, 2015

Both the *Framework* and *Common Core* emphasize the importance of writing in science. A major practice in science is the communication of ideas and the results of inquiry in laboratory notebooks, published texts, and peer discussions that support the formulation of ideas. Writing is one of the primary means of communicating in the scientific community. Young children can begin by providing labels or simple sentences that describe their observations. They can also provide evidence from their data recordings to support their arguments. The science and engineering disciplines have specialized ways of communicating—students should experience the way communication in science differs from more casual written and spoken dialogue. Some of those experiences might include:

- Speaking and writing with the use of tables, diagrams, charts, drawings, models, mathematical representations, and other visuals.
- Precision in the description of observations; clearly expressing thoughts that support statements; and detailed, supported justification of arguments.
- Science writing infused in several genres—in both fiction and nonfiction.

(*NGSS*: [Communicating information] and the *Framework*)

December 2015: Earth's Place in the Universe

Deadline May 1, 2015

Young children are able to detect patterns of movement in the sky. They make first-hand observations, describe the movement, and base predictions on the information they have collected. In the progression of learning, students learn more about the rotation of Earth, its relationship to the Sun, and its place within the solar system. This helps them develop a sense of Earth's place in the universe, motion, and time. In many situations we must rely on research and observations made by others to understand Earth's position and its rapid and slow events. In other situations we can study models, fossil evidence, or patterns found in nature that indicate these events. Core ideas and practices include:

- Some Earth events occur with regularity while others are based on factors that influence occurrences that are not regular and are less predictable.
- Some Earth events occur slowly while others are rapid.
- Representing data through tables and graphical displays can help uncover and analyze patterns; cause and effect; scale, proportion, and quantity; and systems and system models.
- Analyzing and interpreting data, whether collected first-hand or through research, can help students understand Earth's changes that have occurred over time, Earth's relationship to our Sun, Earth's rotation on its axis, and causes of observable patterns.

(*NGSS*: ESS1)

February 2016: STEAM = Science, Technology, Engineering, Art, Math

Deadline August 1, 2015

Part of the points used in support of Science, Technology, Engineering, Art, and Math (STEAM) as a part of our curriculum is that art brings in the qualities of creativity and innovation. These two elements are major factors in a

country's prosperity and serve as a hook to get children more engaged in science, engineering, and math. What may come to mind initially when considering art is the visual arts—painting, sculpting, and drawing—but movement, music, acting, and other art forms are also important to consider. The difficulty in creating learning opportunities within the STEAM context is assuring the integrity and learning of all components. Simply drawing a picture of something observed may not be the optimum manner in which the STEAM connection can be made. Incorporating greater rigor and abstract thinking can build understanding. An art lesson without the STEM or a science lesson without the TEAM is not what STEAM is about. Consider the following statements concerning STEAM as you create your manuscript:

- The arts reinforce or strengthen learning in the STEM field and STEM strengthens the arts.
- STEAM allows for teachers to teach and students to learn in nontraditional ways. But learning must be assessed and validated.
- Connecting the arts to STEM can bring clearer meaning to abstract ideas.
- The entire teaching team may become involved in creating STEAM opportunities with important contributions by the art, music, PE, and classroom teachers; each specialty is recognized and contributes to the plan. But, teachers must learn all of the components of the STEAM curriculum components to support one another.
- STEAM can build stronger and more cooperative student teams with each student contributing through their strengths and building on the success of the group.
- STEAM involves using the whole brain. The whole brain is needed to foster and strengthen creativity and innovation. The "left" side of our brain is the logical side and supports learning facts and deducing logical answers while the "right" side deals with perceptual thinking and supports creative and instinctive thinking.

IAMCR/AIECS/AIERI is pleased to be meeting in Montreal for its 2015 conference. Since this will be the first IAMCR conference to be held in North America, we look forward to welcoming new members and renewing on-going friendships.

Our discussions will be framed by the significant and timely theme chosen by the Local Organizing Committee: *"Hegemony or Resistance? On the Ambiguous Power of Communication."* We look forward to lively discussions and debates in Montreal as we continue to assess the role of media and communication in our world today.

IAMCR is a truly international association with members from over 95 countries. Thus, our conferences represent a unique opportunity to share work and learn about research from all over the world. We welcome your paper and panel proposals (in English, French or Spanish) and look forward to meeting you in Montreal in July 2015.

Hegemony or resistance? The Ambiguous Power of Communication

This year's conference theme seeks to explore the ambiguous relationship of communication towards hegemony and resistance. It relates, for example, to the various ways in which communication has been described not only as a value of our times – echoing an ideal for social transparency and communality – but also

as a threat in terms of global domination. This ambiguity has prompted debates in academia about communication being at the same time a value and a tool, a space of consent and one of struggle, and having (more authentic) local and global dimensions.

For example, recent demonstrations around the world, such as *Occupy Wall Street, the Arab Spring*, the chilean students' protest, or the *Los Indignados* movement, as well as the Québec student's strike and *Idle no more* in Canada, have triggered discussions and reflections about the utopia of communication. Massively supported by digital media and organised around the ideal of building more authentic forms of community, these mass movements of "global solidarity" have mobilized communication as a value that challenges authorities, financial or economic globalisation and dominant representations of the world-as-we-know-it. These movements draw on the argument that global corporate media and cultural industries have distanced us from more faithful forms of communication. In this sense, they echo what John Durham Peters has described as our obsession for communication as a "registry of modern longings," whether based on democracy, social and economic justice, or "the mutual communion of souls." While embracing these arguments, protest movements have a paradoxical relationship to communication, resisting its role in the domination of global cultural industries and capitalism while at the same time applauding its capacity to foster values and communality that would otherwise have been lost. They often do so through disruptive communication practices using communication technologies or cultural productions.

While multiple sites of resistance are spreading around the world, much of the debates about communication technologies mark an increasing suspicion towards the new media's capability for empowerment. The crisis unveiled by the Edward Snowden case, the importance of Big data and the NSA's large-scale espionage practices, just to name a few examples, reveal part of the ambiguous relationship that the public maintains with the media. Despite a general consensus over the past few years, which is critical of the use of communication technologies for surveillance and ideological purposes, few people have really changed their own use of communication devices. Political reform promises, as well as the social, economic and cultural prominence of new technologies seem to contribute to the maintenance of a negotiated status quo. Such situations are far from exceptional and examples abound of what Antonio Gramsci referred to as hegemonic domination by consent, where communication not only represents an instrument for control, but also a space for the expression of the majority – "organs of public opinions […] that are artificially multiplied" – that legitimate these practices.

Beyond these examples, this year's conference theme concentrates on this ambiguous power of communication. What are the finalities of communication with regards to opposing forces acting at micro, meso and macro levels? To what extent can media and communication "change our living world"? How can communication contribute to the empowerment of individuals and groups in their local contexts? How do modern forms of communication interact with the ideal of democracy, considered as much an apparatus for manipulation as for freedom? If communication has power, what is the nature of this power? How do media represent hegemonic processes and acts of resistance? In what ways do entertainment, social media, journalism or public relations act as symbols of resistance or control for corporations and civil society? In what ways does media and communication research constitute in itself a site of hegemonic domination or of resistance? Contributions may include empirical research from a wide variety of terrains, or methodological and theoretical papers from a large scope of epistemological perspectives.