Preparing Presentation Proposals for IARSLCE 2017 Conference
Galway, Ireland

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International Association for Research on Service-learning & Community Engagement
Welcome!

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Overview

• Brief History & Mission of IARSLCE
• Focus on research
• Topical Areas
• Presentation formats
• Application & selection process
• Lorraine - Conference city/venue & travel logistics
• Q & A
History

• Annual International K-H Service-Learning Research Conference
  – Shelley H. Billig, Ph.D. of RMC Research Corporation and Andrew Furco, Ph.D. of the University of California Berkeley.

• Seed funding from the W.K. Kellogg Foundation supported the first five years of the annual research conference.
  – Vanderbilt University, University of Utah, Clemson University, Michigan State University
  – Alternating sites between New Orleans every other year
  – Conferences will be held in the summer starting in 2018
History (continued)

• Association launched in 2005
• Association incorporated in 2007
• Administrative home at Tulane University
• Reaffirmation statement of mission, purpose, and guiding principles adopted in 2013-2014
• For more information:  
  – http://www.researchslce.org
Mission

• Promote the development and dissemination of research on service-learning and community engagement internationally and across all levels of the educational system.
  – *International Journal on Research on Service-learning & Community Engagement* is an electronic peer-reviewed journal
  – Strong commitment to graduate student professional development – Graduate Student Network
  – Collaboration with international organizations and colleagues to sponsor regional conferences
Focus on Research

- Focus on sound theoretical framework & methodology
- Quantitative research
  - Experimental/quasi-experimental design, multiple regression analysis, survey research, descriptive data
- Qualitative research
  - Focus groups, interviews, case studies, literature review, historical reviews, ethnographies
- Mixed Methods
- Theoretical perspectives/models
  - “Traditional” theory, critical theory, emerging innovative theory
- Graduate Thesis/Dissertations
  - Reports on studies (good rehearsal for defense!)
  - Assistance in conceptualizing studies (more on this later)
What It’s Not...

• Program descriptions
• Program evaluation reports
• Campus initiatives
• Training workshops
• Product demonstrations
Topical Areas

• International/Global Service-Learning/C.E.
• Assessment, Metrics, Evaluation & Impact
• Knowledge Democracy & Engaged Research
• Ethics of Engagement
• Fragmentation & Otherness: Exploring Justice & Inclusion
• Community Relationships

• Student Impact
• Institutional & National Leadership, Structure, & Policy
• Primary, Post-Primary, K-12 Civic & Learning Outcomes + Teacher Education
• Epistemological & Methodological Innovation
• Scholarship of Teaching and Learning
Presentation Formats: Promoting Alternative Scholarly Methods

- Pre-conference Session
- Research Paper Presentation
- Scholarly Paper Presentation
  - Poster Session
  - Round Tables
  - Panel Discussions
- Lightning Talk/Pecha Kucha
  - Creative Works
Pre-Conference Session

• “how-to” workshops related to research & scholarship on service-learning & community engagement
• Active learning + engaged participation + emphasis on “site-based” experiences out in/with the community (if possible)
• Proposals include:
  – Purpose
  – Target Audience
  – Learning outcomes
  – Innovation of method & theory incorporated
  – Fit with IARSLCE mission
  – Contribution to the field & literature
  – Description of facilitator’s experience/expertise
Examples

• Advancing diversity, inclusion, & equity through community engagement
• Writing strategies and publishing opportunities & venues for engaged scholarship
• Preparing and implementing successful and culturally competent international service-learning programs
• Community partners as colleagues & co-creators of knowledge
• Using the Carnegie Classification criteria for institutionalization and program evaluation
Research Paper

• “Traditional” presentation focused on answering a research question(s)
  – Not a “talking head” reading a paper
• Consider interspersing your presentation with interactive discussion or activity
• Be sure to allocate time for Q & A
• Research proposals and presentations must include:
  – (1) Objectives, question(s), and/or purposes of the study
  – (2) Theoretical or conceptual frameworks/perspectives;
  – (3) Methods, techniques, or modes of inquiry;
  – (4) Data sources or evidence;
  – (5) Results, conclusions; (pending results/results forthcoming)*
  – (6) Significance of the study findings, and
  – (7) Indicate if and how ethical concerns were addressed and/or vulnerable populations were safeguarded (more later).
Examples

• Results & comparison of a pre/post survey scores on students’ civic knowledge after a S-L course & traditional course

• Thematic content analysis of focus group responses of community partners’ impressions of community engagement outcomes

• Multiple regression analysis on demographic factors that predict faculty adoption of community engagement pedagogy
Scholarly Paper

• Scholarly papers...
  – Typically do not have a research question
  – Present well-developed arguments on philosophical, theoretical, or practical issues
  – Are not required to adhere to an empirical research design (i.e., methods, data collection, and data analysis)
  – Pose analytical, conceptual or philosophical questions, synthesize divergent bodies of literature, or elaborate new theoretical or conceptual frameworks.
  – Consider ways to promote interactivity + allocated time for Q & A and/or discussion
Scholarly Paper (continued)

• Proposal abstracts and presentations must include:
  – (1) Objectives or purposes of the inquiry;
  – (2) The philosophical, theoretical, or practical argument;
  – (3) Literature, sources, or evidence to support the argument/analysis;
  – (4) Conclusions and implications of the argument; and
  – (5) Significance of the argument for topics associated with service-learning and community engagement.
Examples

• Review of the literature on best practice for faculty development & implications for programs
• Exploration of queer theoretical perspective on community engagement as a form of social justice & inclusion for marginalized groups
• Pros/cons of conducting community-based research in an undergraduate teacher education service-learning course
• Incorporating critical consciousness to minimize perpetuating negative stereotypes in S-L courses
Paper Presentations

• Conference organizers *may* assign more than one presenter to a session...depending on the topic and the amount of other accepted presentations.

• Conference organizers *may* include a discussant to paper presentations with a response and to facilitate discussion with the presenters and/or audience.

• Conference organizers and peer reviewers *may* recommend another presentation format.
  – Based on # of other presentations, topics, “match”

• Presenters are notified of the session format and confirm acceptance in that format.
Poster Session

• Poster presentations provide a forum for scholars to engage in active conversations with other conference participants about a completed research project or about a project in developing stages.

• Individuals, institutions, and organizations may present posters to highlight current research or international programs and community partnerships that yield research opportunities.
Poster Sessions (continued)

• Poster presentation proposal abstracts should provide:
  – (1) a clear statement of the purpose or goals of the research (i.e., the primary research questions or issues being addressed);
  – (2) a brief summary of the theoretical or conceptual foundation for the work;
  – (3) a description of the methodology used and the project findings (if applicable);
  – (4) the theoretical and/or practical significance and implications of the research; and
  – (5) indicate if and how ethical concerns were addressed and/or vulnerable populations were safeguarded.
Poster Session Examples

- Photo & Powerpoint slide display of S-L course conducting oral histories of immigrant experiences + impact on students academic growth & participants’ perceptions
- Demographic profiles of student leaders engaged in community engagement + career trajectories
- Content analysis of student reflection responses from summer service immersion programs
- Focus group responses of community partner outcomes & challenges
- CBR projects & outcomes in an undergraduate S-L sociology course
- Survey & interview responses regarding promotion & tenure review and outcomes for faculty doing engaged scholarship
- Developing an inner-city living-learning community immersion program for students on food & faith issues + outcomes
- Student retention rates for students in C.E. courses + non C.E. courses
Poster Sessions (continued)

• Promoting & elevating the value and rigor of poster presentations as a “legitimate” form of scholarly dissemination.
  – Anonymous peer reviewers
  – Member’s Choice Award
    • Voting “dots”

• Formal recognition of exemplary poster presentations will take place during the conference to note on your professional vita coupled with documentation/award.
Round Table Discussions

• Round table discussions provide an opportunity for researchers and/or graduate students to present scholarly works in progress and/or discuss emerging research questions with fellow conference attendees in an informal, conversational style.

• Given the informal conversational format, no A/V equipment is provided.
Round Table Discussions (continued)

• Topical formats & examples include:
  – a) graduate student and/or emerging scholars convening participants for input/feedback on research projects or thesis/dissertations,
  – b) collaborative research project exploration across institutions,
  – c) discussions on important topics (e.g. diversity/equity, professionalization of field, etc.) designed to generate research ideas and/or policy briefs/white paper essays co-authored by round table participants for review and potential publication by IARSLCE.
Lightning Talk/Pecha Kucha

• This presentation format incorporates up to 20 PowerPoint slides that are shown for 20 seconds each, totalling a 6-minute 40-second presentations.

• Don’t spend too much time/energy on methodology → focus instead on truncated “highlights” giving time for deep discussion of research results “hooks” or key findings

• The host/conference coordinating committee will create and provide a template on the association website to be downloaded and used by the presenter.

• Powerpoints for the session will be loaded on to one computer to avoid lost time in exchanging hardware
Lightning Talk/Pecha Kucha (continued)

• Key to a good Lightning Talk is to practice and “time” your presentation or use “timed slides show” format to keep you on pace
• Important not to go over your time allotment in fairness to next presenters
• A facilitator will be time keeper
• Consider talking/consulting with other presenters scheduled in your session in advance to “thread” common themes/questions + to maintain timing limits
Lightning Talk/Pecha Kucha (continued)

• Each session consists of a series of 7-minute presentations with a strong facilitator identified by the board and/or conference committee to host and maintain integrity of the format (e.g. – flow of presentations, time keeper, post presentation discussion).

• Anonymous peer reviewers at each session will select the most compelling presentation for public recognition at some time during the conference to be noted/included on the presenter’s professional vita coupled with documentation/award.
Examples

• Report research study project that is in progress → no data yet collected or analyzed & seek insight/suggestions on possible analysis ideas/procedures

• “Think aloud” on potential research project to seek input (grad students and/or new scholars)

• Discuss implications/ramifications of key findings & results of research study → research to action
  – Findings = students don’t know how to engage in civil discourse and in-class reflection discussions on difficult topics → how to address this?
  – Findings = Community partners expressed anxiety over the lack of faculty developing or demonstrating their own critical consciousness in community engagement → what to do about this?
More Examples – déjà vu
(Previous Poster Session Examples May Also Work)

• Photo & Powerpoint slide display of S-L course conducting oral histories of immigrant experiences + impact on students academic growth & participants’ perceptions
• Demographic profiles of student leaders engaged in community engagement + career trajectories
• Content analysis of student reflection responses from summer service immersion programs
• Focus group responses of community partner outcomes & challenges
• CBR projects & outcomes in an undergraduate S-L sociology course
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• Student retention rates for students in C.E. courses + non C.E. courses
Panel Discussions

• Topics should be focused on a research project/issues/agendas *rather than program descriptions/discussions.*
  – Ex: Last year panel on advancing engaged scholarship at Catholic institutions of higher education

• Proposals must include and identify a facilitator/host to:
  – a) convene and introduce the panelists and topic, b) serve as timekeeper, and
  – c) provide concluding remarks.
  – Sessions would be limited to 60-minutes.
Examples

• Compare/contrast the civic mission of various types of institutions & the implications for implement community engagement + applying for the Carnegie Classification

• Best practices on professional development for community partners + community partner perspectives on community engagement

• Advancing research on community engagement at community colleges

• Students as colleagues in research

• Ethics of engaged teaching and research

• International perspective on “civic” engagement
Creative Works

• A limited number of 60-minute session slots are allocated for non-traditional presentations of **theoretically-based and data-informed research efforts and/or outcomes intended to disseminate new knowledge** related to service-learning and community engagement through various media such as, but not limited to:
  – photography, video, music, drama, dance, and poetry created by scholars and/or various constituencies or stakeholders (e.g. students, community partners, community members).

• Sessions should include time for introduction and concluding discussion/conversation/Q & A.
Examples

- Video/photo documentaries on homelessness produced by students/faculty in community engagement courses based on Robert Cole’s *psycho-social model for documentary work* + implications/responses for students
- Dramatic production presentation by student leaders to explore/address sexual assault on campus incorporating *Theater of Cruelty model based on the work of Antonin Artaud* + outcomes/implementation of programs on a college campus
- Oral histories of senior citizen immigrants using *Studs Terkel journalism approach* + exhibited at local library
- *[Note the use & articulation of theoretical foundations]*
Protection of Vulnerable Subjects

• All presentation proposals must indicate if and how ethical concerns were addressed and/or vulnerable populations were safeguarded.
  • e.g. review/approval by Institutional Review Board, pseudonyms used, anonymous responses, release forms
  • “service” delivered by appropriate/competent participants under supervision of researcher/instructor/community partner
  • Cultural competency & intercultural humility of participants promoted

• This includes the physical/emotional well-being, health, and dignity of individuals and/or groups displayed, described, or depicted in the presentations and/or creative work have been honoured and maintained.
Application & Selection Process

• Application information located on IARSLCE webpage:
  – http://www.researchslce.org/conferences/

• Applications are peer-reviewed by the conference host committee members assigned to the topical areas

• Presenters MAY be asked or encouraged to consider a different format based on the number/type/topic of presentations.
  – EX: a proposed Lightening Talk/Pecha Kucha proposal may be better suited as a poster session or part of a panel discussion
Timelines

• Close of Call for Abstracts: 10\textsuperscript{th} March 2017
• Notification of Acceptance: 12\textsuperscript{th} May 2017
• Confirmation of acceptance as presenter: 26\textsuperscript{th} May 2017
• To submit a proposal please visit:
  – https://catalyst.omnipress.com/#collection/75/submission
Information About Galway and NUI
Logistics

• Important logistical information included on the website regarding:
  – Closest International Airport = Shannon Airport
  – Travel to Galway = Car rental, bus service
  – Hotels & BnBs listed on conference website + attendees are welcome to explore additional accommodations on their own
  – Ireland is a member of the European Union + its currency is the Euro
  – Weather
  – Electrical adapters will be provided for computers
We look forward to welcoming you to NUI Galway
Q & A
Thanks!

http://www.researchslce.org