



IARSLCE

International Association
for Research on
Service-Learning &
Community Engagement

**IARSLCE 2017
CALL FOR PROPOSALS**



**The 17th International Association for Research on Service-Learning and
Community Engagement Annual Conference**

**NUI Galway, Ireland
September 14-16th 2017**

Conference Programme Chair: Lorraine McIlrath, NUI Galway

**Conference Theme:
Gateways- Charting New Territories & Forging Authentic Relationships**

Introduction and Welcome

The National University of Ireland Galway is honoured to welcome the **17th Annual International Association for Research on Service-Learning and Community Engagement (IARSLCE)** conference, members and presenters to our beautiful city and campus on the west coast of Ireland. As depicted in this conference call, the Claddagh Ring is synonymous with the Claddagh community in Galway city and was traditionally worn in marriage by people there. The ring symbolises love, loyalty and

friendship as two hands join to enfold a crowned heart. It is in this spirit that we at NUI Galway welcome the 17th IARSLCE Conference to our city, campus and surrounding communities. Our hope is that this conference offers us a gateway to articulate our loyalty to and love for our work and a commitment to developing international friendships that evidence practice and articulate vision.

Galway as a university city is unique and special in that it is a historic gateway between Europe, North America and the rest of the world. Galway has had a transient past and has been a centre of vast emigration to North America and beyond during the height of the famine. In contemporary times we can boast of a thriving multicultural city that has global connections and ties. We have a strong tradition of cultural engagement and exchange, protection of indigenous Gaelic knowledge but with an understanding of the importance of international influence so as to enhance our knowledge to enable growth and development of human capacity, culture and community. Recently Galway has been designated the European Cultural Capital for 2020 honouring its vibrant cultural past and future role as beacon for cultural engagement. This campus of NUI Galway is one of the oldest in Ireland, built in 1844 as part of the three Queen's Colleges, the others located in Cork and Belfast. The original Quadrangle was built using local limestone and is modelled on Christ Church at the University of Oxford. The 'Quad' remains at the heart of the campus and will be the focal point of the IARSLCE 2017 Conference. Given Galway's reputation as a global gateway, we feel it is a relevant and special setting for the 17th IARSLCE Conference as we chart new territories, share knowledge and forge new and lasting international relationships so that the research base of our work dovetails, thrives and grows.

IARSLCE Conference Theme

Previous IARSLCE conferences have drawn upon eloquent metaphors to articulate and elevate research and scholarship related to service learning and community engagement. The theme of the IARSLCE 2017 Conference has been inspired by a myriad of international debates, concerns and discourses. The current President of Ireland, Michael D. Higgins, has spearheaded the discourse of ethical renewal within the context of Ireland. He is a former member of faculty at NUI Galway, a poet, cultural icon and philosopher who has a sharp sense of the role of university within society. His "Presidency of Ideas" continues to encourage all to recognise and be open to new paradigms of thought and action; to develop a new public discourse that places human flourishing and an ethic of active citizenship at its heart. He believes in the concept and practice of knowledge democracy and that "knowledge, insight and vision are put at the service of the community. With the privilege to pursue knowledge comes the civic responsibility to engage and put that knowledge

to work in the service of humanity” (2012). While this is an on-going Irish debate it has international application and is at the heart of the IARSCLE ethos and mission.

In addition, concerns regarding international politics dominate national thought with fragmentation and tensions increasing between cultures, religions and ideologies. An air of suspicion of ‘otherness’, the forced migration of people, and increased levels of violence erode human flourishing. The pendulums of international politics have swung in huge oppositional directions and many nations wait for the ramifications of new political visions soon to be embedded. It is also within this new political paradigm that we need to examine and assess our work as agents of engagement and change. It is also within this new political paradigm that we need to continue to develop a solid international research base to demonstrate and evidence the necessity of service learning and community engagement. We need to find new gateways to debate and share our knowledge, to move into new physical and conceptual territories to forge and develop relationships founded on research concerns. Topics chosen for the IARSCLE 2017 underpin the above outlined vision and debates.

NUI Galway and Community Engagement

NUI Galway through the Community Knowledge Initiative (CKI) has been pioneering civic and community engagement as a central hallmark of the university for many years. The last three strategic plans have included civic and community engagement as key priorities and areas of distinction and practice for the university. Through a series of diverse pathways, the CKI has forged new relationships with the wider community in mutually beneficial relationships. Its work goes from strength to strength in terms of enabling and deepening capacity and creativity for community engagement in Ireland. The Atlantic Philanthropies initially funded the CKI in 2001 and following success it was core funded in 2008. The CKI has led a number of national and European developments to advocate and spearhead activities including; the national Irish network Campus Engage funded by the Higher Education Authority in 2007 which is now mainstreamed and resides in the Irish Universities Association; Europe Engage, a new European Network for Service Learning, in partnership with 12 universities from 12 European countries and funded by the EU Erasmus+.

IARSLCE and its international role

The International Association for Research on Service-Learning and Community Engagement (IARSLCE) is an international non-profit organization devoted to promoting research and discussion about service-learning and community

engagement. The IARSLCE was launched in 2005, and incorporated in 2007. Its mission is to promote the development and dissemination of research on service-learning and community engagement internationally and across all levels of the education system. The association's objectives are to advance the fields of service-learning and community engagement research across the educational spectrum (primary, secondary, post-secondary, and further education). IARSLCE endeavors to collaborate with international organizations and affiliates through dialogue and co-sponsored regional symposiums across the globe. These are driving new directions that help ensure that research on service-learning and community engagement is underpinned by international engagement and sharing of research findings so as to progress and deepen the field. The Association is becoming increasingly connected with other community engagement networks across the globe to help increase research and scholarly output in other countries. In 2015, IARSLCE supported the [Centro Latinoamericano de Aprendizaje y Servicios Solidario \(CLAYSS\)](#) conference in Buenos Aires and in 2016 supported a research conference in Italy in collaboration with the new EU Erasmus+ funded European network, [Europe Engage](#), and [The Foundation for Intercultural Exchange/Siena Italian Studies](#). Other symposiums have been held in Australia, Indonesia, and Croatia with more to follow in the coming years.

The IARSLCE commitment to grow internationally has led to the 2017 conference being held in Ireland and hosted by the [National University of Ireland, Galway's Community Knowledge Initiative \(CKI\)](#) and chaired by Lorraine McIlrath.

2017 Topic Areas

The 2017 conferences greatly emphasises the opportunity to enhance our knowledge to enable growth and development of human capacity, culture and community through international engagement. The following research and scholarship topics have been chosen to explore and share:

1. International and Global Community Engagement and Service Learning

Community engagement and service learning research and scholarship is gaining great traction internationally with many institutions mainstreaming related practices. In many regions and countries networks of support, leadership and advocacy have emerged to create a critical mass of scholars and practices. The 2010 IARSLCE conference drew participants from 13 different countries with this increasing to 17 in 2015. We aim to increase the international engagement dimension in 2017. Within this topic, we encourage the presentations of research and scholarship within international settings that grow collective understandings of community engagement and service-learning research within, between and across geographic borders.

2. Assessment, Metrics, Evaluation and Impact

We welcome presentations that explore impact through various methodologies including but not exclusively related to assessment, metrics and evaluation. As the field of community engagement and service learning continues to grow and thrive, the need for strong and robust techniques to demonstrate impact is necessary for institutionalization and mainstreaming. In particular, we welcome presentations that address the cultural implications of community engagement and service learning and methodologies developed to explore and track impact. This is one of the major pressing international issues within the field with many concerns about the future of this work, as we exist in an era of demonstrable impact and international league tables.

3. Knowledge Democracy and Engaged Research

IARSLCE 2017 invites presentations that broadly explore the idea of knowledge democracy in terms of sharing and exploring knowledge between institutions of higher education and community through reciprocity and mutuality. Some of these may focus on community engaged research as a methodological approach or other strategies that engage knowledge in new, innovative and democratic ways to enable social understanding and change. This topic draws from the President of Ireland's support for "knowledge, insight and vision are put at the service of the community". To extend this further we pursue presentations that demonstrate knowledge democracy within and between the community and the university through mutuality and reciprocity.

4. Ethics of Engagement and ethical engagement

Emanating from the President of Ireland's concepts of ethical renewal, this topic encourages presentations that explore the ethics of engagement while being mindful of power and justice dynamics that may exist within the relationships that underpin community engagement and service learning. Research and scholarship that explore the ethics of engagement and ethical engagement towards a renewal of conversations that address meaningful relationships are welcomes.

5. Fragmentation and Otherness – Exploring Inclusion and Justice

In a time of political change, protest, conflict and refugee crisis, we welcome presentations that explore how service learning and community engagement explore, articulate and enhance a culture of inclusion and justice. Leading on from elements of this topic in 2017, we encourage a focus on the "hard" questions that have yet to be fully explored and the critical debates that must happen in order to advance our collective efforts to ensure inclusion and justice is at the center of our community engaged research and scholarship.

6. Community Relationships

The Association's Reaffirmation Statement articulates a shared understanding of a renewed commitment to our values and the guiding principles of our scholarly practice. A key component is our commitment to community, stated as follows:

"IARSLCE is explicit in encouraging research conducted through collaborative research methods used to study service-learning and community engagement as well as studies that help to better understand the dynamics and outcomes of collaborations between community and educational entities (across the educational spectrum)". (IARSLCE Reaffirmation Statement)

This topic encourages submissions that ask questions of significance to community and particularly welcomes epistemological and methodological innovations.

7. Students

A major focus of community engagement and service-learning research has been the impact of programs or initiatives on students; on their academic learning, personal, ethical, and career development, civic and political education, on student voice and leadership and more importantly on access, retention, and success. We need to continue to examine these questions, particularly across the diversity of our student populations and international contexts. This topic encourages submissions that explore research and scholarship related to students as learners, change agents, and as full participants in our societies.

8. Institutional and National Leadership, Structure and Policy

An increased understanding of institutional and national leadership, structures and policy is needed to sustain and enhance service-learning and community engagement scholarship and practice within and across higher education. The topic is one that was explored in 2015 and 2016 and one that is needed to explore the moving forth from projects towards strategic goals that advance our research and our teaching at institutional, national and regional levels. We welcome international perspectives on institutional and national strategies adopted to create both a momentum and movement on the core nature of community engagement within higher education.

9. Primary, Post-primary, K-12 Civic and Learning Outcomes and Teacher Education

A theme in the literature on K-12 service-learning is that the quality of the program experience is a strong determinant of participant impacts: the shorthand is that 'quality matters'. But what constitutes a quality service-learning experience? To what extent is there a common understanding of K-12 service-learning research and practice about common terms such as "youth voice" or "community partnership",

and to what extent do we understand why those characteristics or the other commonly accepted elements of effective practice make a difference?

Teacher education faculty members seek to prepare prospective K-12 teachers with a conceptual understanding of the theoretical underpinnings of engaged pedagogical approaches, including project-based, problem-based, discovery, and service-learning. Many novice and veteran teachers however, encounter significant challenges when attempting to utilize service-learning pedagogy in K-12 classrooms.

This track encourages proposals that will help us expand our understanding of the service-learning experiences for K-12 students, and how that learning impacts the participants, partners, and communities that are involved. In addition, this track seeks proposals that will help us expand our understanding of the ways we can effectively prepare prospective teachers (as well as support in-service teachers) who utilize service-learning pedagogy. What enabling conditions must be in place for teachers to successfully implement and sustain service-learning pedagogy? And what policies are in place or being developed locally, state-wide, nationally and internationally to encourage community engagement and service-learning for our K-12 students.

10. Epistemological and Methodological Innovations

Given the breath of disciplines that contribute to the research on service-learning and community engagement, we welcome and embrace all paradigms of research and theoretical inquiry. Along with traditional, quantitative, experimental, and social science research methodologies, we wish to advance more and improved research conducted through community-engaged approaches such as participatory research. We promote collaborative research methods to help us better understand the dynamics and outcomes of collaborations through partnerships between community and educational entities (across the educational spectrum).

This topic encourages proposals that ask what critical research questions are surfacing in service-learning and community engagement research. What methods are needed to explore such questions? What can we learn from other disciplines as we explore our critical questions? What indigenous and contextual ways of knowing and inquiry are meaningful to the communities we research with? How are we truly *-co-researchers* in the discovery process? We particularly seek proposals that examine or critique different theories, research designs, and methods used in community engagement and service-learning research.

11. The Scholarship of Teaching and Learning

The Scholarship of Teaching and Learning (SoTL) has not been a significant aspect of the service-learning literature, despite the canon of research framing service-learning as pedagogy and focusing on the impact of student learning outcomes. Given this, how do we intersect SoTL with research on service-learning and community engagement (SLCE)?

By calling attention to this gap, this track seeks to intentionally intersect SoTL with SLCE research to pose critical questions that are research-based and research-focused, as well as theory building. For example: How do we facilitate SLCE to achieve intended outcomes? What teaching and learning strategies improve outcomes? How do specific course design models engage student learning in service-learning and lead to specific outcomes? How does service-learning and community engagement impact teaching and learning? How does the pedagogical practice inform teaching and learning practices? What effective methodological approaches of research can inform curriculum development in the area of SLCE? We encourage proposals that engage in critical questions through research on teaching and learning in SLCE that will help address this gap in the current canon.

IARSLCE Abstract Submission and Presentation Formats

IARSLCE will schedule and announce on its website a webinar designed for prospective presenters to learn more about the conference and presentation formats. The webinar will be video recorded for later viewing. The conference will include the following formats:

Research Presentation: **Research papers** should advance service-learning and community engagement research by presenting the results of quantitative, qualitative, or mixed methods studies; or report the findings of studies that use historical, ethnographic, or other analytical methods. These studies are based on original data collection or secondary data analysis.

Research paper abstract proposals should contain as many of the following as are applicable, preferably in this order: (1) objectives 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; (6) significance of the study findings, and (7) indicate if and how ethical concerns were addressed and/or vulnerable populations were safeguarded.

Scholarly Paper Presentation: **Scholarly papers** present well-developed arguments on philosophical, theoretical, or practical issues in the study of

service-learning and community engagement. They are not required to adhere to an empirical research design (i.e., methods, data collection, and data analysis). Instead, scholarly papers pose analytical, conceptual or philosophical questions, synthesize divergent bodies of literature, or elaborate new theoretical or conceptual frameworks.

Scholarly paper abstract proposals should contain as many of the following as are applicable, preferably in this order: (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.

Pre-Conference Session:

Preconference Workshops (to be held on September 14, 2017) will be selected by the IARSLCE Capacity-Building Programming Committee and should focus on scholarship/research, evaluation/assessment, or professional development. The Committee members have suggested an array of topics, including "how-to" workshops related to research and scholarship on service-learning and community engagement. The Committee requests pre-conference sessions that include active learning, engaging participation, and hands-on workshops. In addition, the review committee seeks creative proposals that include new methodologies, place-based opportunities for people to participate each year (local community partner), opportunities for community partners, and faith-based dialogue, as examples. Submissions should include the purpose of the workshop, target audience, learning outcomes for participants, fit with IARSLCE mission, and facilitator's relevant experience.

Preconference proposals will be evaluated on:

Session focus; balance of workshops by content area; experience of facilitators; potential audience appeal; innovation of methodologies/theories shared; and new contribution to the existing conversations/research on community engagement and service-learning.

Poster Session:

Poster presentations provide a forum for scholars to engage in active

discussion 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 presenters will display research on a large bulletin board (provided at the conference). Presenters will attend the poster session to discuss the project with conference attendees and should also bring a written detailed summary of their work to hand out to attendees.

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 sessions will be critiqued by anonymous peer reviewers selected by the board and/or conference coordinating committee coupled with a “Member’s Choice Award” in which attendees are given five voting” dots” during registration to identify their preference of most compelling poster presentation. The peer reviewers’ and member’s choice criteria would address both content and presentation style/appearance. The top five recipients would be publicly recognized at some point in the conference and receive a certificate/award to be included on the presenter’s curriculum vita and/or token of recognition (e.g. IARSLCE mug, certificate, etc.).

Round table: 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.

Roundtable discussion facilitators are assigned to numbered tables in a large meeting room. In the roundtable session, facilitators should allocate roughly equal time between discussion of their research and opportunities for questions from all session attendees. Given the informal structure of the roundtable presentation, no audio-visual equipment will be provided. Topical

formats 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, totally a 6-minute 40-second presentations. The host/conference coordinating committee will create and provide a template on the association website to be downloaded and used by the presenter. This format keeps presentations concise, the audience engaged and allows for dialogue. 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). At least two anonymous peer reviewers appointed by the host/coordinating committee are assigned to attend each lightning/Pecha Kucha session and select the most compelling presentation for further discussion that would be publicly recognized at some point in the conference with a certificate of recognition to be included on the presenter's curriculum vita and/or token of recognition (e.g. IARSLCE mug, certificate, etc.). The reviewers will select the recognized presentation based on: importance/contribution of the topic, quality of presentation, contribution to field, and general response by session attendees.

Panels: Topics would be focused on research project/issues/agendas rather than program descriptions/discussions. *Proposals must include and identify a facilitator/host to:* a) convene and introduce the panellists and topic, b) serve as timekeeper, and c) provide concluding remarks. Sessions would be limited to 60-minutes.

Creative works: A limited number of 60-minute session slots 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). Proposal abstracts must articulate how the physical/emotional well-being, health, and

dignity of individuals and/or groups displayed, described, or depicted in the creative work have been honoured and maintained. Sessions should include time for introduction and concluding discussion/conversation/Q & A.

Important Dates

Call for Abstracts:	6 th February 2017
Close of Call for Abstracts:	10 th March 2017
Notification of Acceptance:	12 th May 2017
Confirmation of acceptance as presenter:	26 th May 2017

To submit a proposal please visit:

<https://catalyst.omnipress.com/#collection/75/submission>