

Edgewood Engaged 2019: Curiosity and Exploration

Call for Proposals

PROPOSAL SUBMISSION LOGISTICS

Deadline for Submission:

Thursday, March 7, 2019 at 12:00 noon

SUMMARY

All Edgewood College students are invited to submit an abstract that summarizes a research or creative inquiry project to share in the public forum of Edgewood Engaged: A Student Research and Creative Inquiry Symposium.

OVERVIEW

From May 1-3, 2019 Edgewood College will host the Fifteenth Annual Edgewood Engaged: A Research and Creative Inquiry Symposium. This year, our theme is *Curiosity and Exploration*

All undergraduate and graduate students are invited to present their scholarly and creative work. This event supports and celebrates the hallmarks of an Edgewood education: integrated learning, critical thinking, creative action, and contribution to the larger community and common good. The Symposium provides students with the opportunity to share scholarly and creative accomplishments with others to educate and inspire.

Abstracts that are submitted do not need to reference our annual theme.

ABSTRACT WRITING SUPPORT

The Writing Center will offer a workshop to help students prepare their abstracts on Monday, March 4, 2019 in the Library Boardroom from 4:00-5:00 pm.

Eligible Work:

Work may be presented by a student or group of students, and may represent different forms of scholarship, methodologies, and presentation formats.

Please submit abstracts using a Qualtrics survey by clicking on this link: The following information must be submitted via Qualtrics.

edgewood.col.qualtrics.com/jfe/form/SV_5dN0iOB7AdjbXPn

1. Title: Please list the title of the abstract / project as you would like it to appear in the event program.

2. Topic of Study: Please identify an area of inquiry or field of study (for example: Biological Sciences, Social Justice in Education, Psychology, Marriage and Family Therapy, Communication Studies, Ethnic Studies, etc.).

3. Student Name and Student ID #: If the work is presented by more than one student, please identify each student and each student ID #. Please submit only one abstract. The first student listed will be identified as the lead author, and this will be the individual who is notified regarding status and scheduling. The survey allows a maximum of seven authors. If additional author space is required, please contact Nancy Kern: nkern@edgewood.edu

Sample abstracts are available at studentresearch.edgewood.edu

4. Faculty Mentor: Each submission must be sponsored by an Edgewood College faculty mentor. Up to three faculty may co-mentor a proposal. Proposals must be previewed and approved by the faculty mentor prior to submission. By selecting YES, your mentor has reviewed this abstract, you are acknowledging that the faculty listed as mentor/co-mentors has(ve) previewed and approved the abstract prior to submission.

5. Preferred Format for Presentation:

There are four options for presentation listed on the right.

6. Abstract Essay: Each submission requires an abstract essay. Please limit the abstract to not more than 250 words. Guidelines and sample abstracts are included in this document. The rubrics for review are also included in the Qualtrics Survey. Faculty mentors are responsible for assuring that students submit a carefully edited abstract on or before the stated due date.

7. Presentation Schedule: Please also identify preferences for scheduling. In Qualtrics, please answer each a, b, and c.

- a. First choice for time and date of presentation
- b. Second choice for time and date of presentation
- c. If the presentation format is a poster, please note the poster session will be scheduled between 1:30-3:30 pm on Thursday, May 2 in Predolin Hall – exceptions to the general poster session may be granted if the presentation format is a Faculty-Sponsored Session (Option 4). If the latter is true, please note which faculty will be sponsoring the session.

See table on next page for a general block of times during which presentations may occur.

Option 1: Poster Presentation: Poster presentations are graphic displays of work with individual discussion. Posters will be on display Thursday afternoon in Predolin Hall. Please plan for a dedicated afternoon time period to share and discuss your work in a group setting. Posters must be professionally presented on formats that are not to exceed four feet by five feet. Students are responsible for working with a mentor and area department to produce, create, and print posters. For more information regarding the poster presentation, please contact Dr. Marisol Lopez, melopez@edgewood.edu

Option 2: Oral Presentation: A scholarly paper or research talk shares the findings of a research or other scholarly project. These are normally presented in a classroom lecture style accompanied by a PowerPoint or Prezi. Oral presentations will be limited to 15 minutes. Presentations will be grouped into sessions of presentations on similar topics or disciplines. After the group of presentations, a group Q&A session will follow, allowing for 5 minutes for each presentation.

Option 3: Short Format / Creative Inquiry: Students interested in a creative format, an interactive, or alternate format may present relatively informally. Formats may include, but are not limited to, a rehearsed 3-5 minute oral presentation, a performance, an interactive demonstration of a prototype or other demonstration, etc. Please anchor the short format or creative inquiry presentation within a research or inquiry methodology that is standard or accepted within a particular discipline.

Option 4: Faculty-Led Session: Students interested in submitting a proposal to be presented during a specified faculty led session must note the faculty sponsor name on the Qualtrics survey.

Faculty Hosts: Please contact Nancy Kern to schedule a faculty led session. Please email nkern@edgewood.edu prior to March 1.

PROPOSAL REVIEW AND ACCEPTANCE

ACCEPTANCE NOTIFICATION DATE:

Tuesday, March 26, 2019

1. Review Process: Submissions will be initially screened by a Student Research Committee member to ensure all guidelines are met. Qualified submissions will then be forwarded to teams of faculty reviewers. In most cases, one reviewer will be familiar with the discipline of the proposal (e.g. a project from Biology will be read by a Biology faculty member) and the second reviewer will be from outside the discipline (e.g. the second reviewer for a Biology project may be from English or Nursing).

2. Criteria: Abstracts will be evaluated on the basis of adherence to standards for scholarly work within the discipline including:

- a. clear communication of research question and a well-articulated purpose
- b. a sufficient explanation of methodology/ methods for gathering and analyzing evidence
- c. conclusions and/or implications are optional and will be scored if present and
- d. quality of writing that does not impede effective communication. Abstracts must present a methodology which aligns logically with conclusions, evidence, and claims.

3. Notification: Every effort will be made to notify authors of their acceptance status by April 2. Revisions will be required if indicated. Only projects for which approved abstracts have been accepted will be included in the Edgewood Engaged schedule. Abstract essays will be published in the official program.

4. Student Reply: Student (lead author) must confirm your intent to participate no later than Friday, April 5 by noon. Notice of your specific time and location will be sent to you via Edgewood.edu email.

QUESTIONS?

General questions about the Edgewood Engaged Symposium can be directed to the Edgewood Engaged committee via email: Please address questions to: Nancy Kern, nkern@edgewood.edu

Edgewood Engaged Events

Edgewood Engaged 2019: Curiosity and Exploration will take place May 1-3, 2019. Oral presentations, sessions, and poster presentations will be scheduled to best accommodate student presenters. All events are free and open to the public. Students, faculty, and staff from the Edgewood College community are encouraged to invite guests, family, and colleagues to attend sessions. The final schedule will be publicly available approximately April 18, 2019.

Generally, events will be scheduled according to this template:

	Wednesday May 1	Thursday May 2	Friday May 3	Saturday May 4
8:00-12:00 noon	Nursing Symposium	Keynote Begins at 10 a.m.		Biological Sciences Oral Presentations Only
12:30 to 4:00pm				
4:00 pm to 6:30 pm				
6:30 pm to 8:00 pm				

Note: Faculty organized presentations will not be scheduled during times blacked out in the table above.

Keynote Presentation: Thursday, May 2 - 10:00 am - Anderson Auditorium

Poster Presentations: Thursday Afternoon, May 2 - Predolin Commons

Oral Presentations: Will be scheduled thematically, in consultation with students and mentors.

Special Sessions: Will be scheduled in consultation with students and mentors.

Notes on the Edgewood Engaged Schedule

Wednesday May 1	Thursday May 2	Friday May 3	Saturday May 4
<p>Edgewood Engaged begins at 8:00 am.</p> <p>Morning: Henry Predolin School of Nursing Undergraduate Symposium</p> <p>Mid-Day and Afternoon: Faculty Sponsored Panels Oral Presentations – organized by panels (approximately 90 minutes in duration)</p> <p>Mid-Day, Afternoon, and Evening: Small Group and Short Format Presentations</p>	<p>Morning: Keynote lecture by Dr. Andrea Pitts at 10:00 a.m. in Anderson Auditorium. Open to the public. Lunch following in Washburn Heritage by invitation.</p> <p>Afternoon: Poster Presentations in Predolin Hall.</p>	<p>Morning: Faculty Sponsored Panels Oral Presentations – organized by panels (approximately 90 minutes in duration). Small Group and Short Format Presentations</p> <p>Mid-Day and Afternoon: Faculty Sponsored Panels Oral Presentations – organized by panels (approximately 90 minutes in duration). Small Group and Short Format Presentations</p>	<p>All day: Biological Sciences Symposium</p>

Prize Rubric For Poster Presentations

	Elements of research well defined & thoroughly addressed	Elements of research defined & addressed for the most part	Elements of research not always clear & identified	Elements of research not all present or identified
Abstract	<input type="checkbox"/> Master = 3	<input type="checkbox"/> Scholar = 2	<input type="checkbox"/> Apprentice = 1	<input type="checkbox"/> Novice = 0
	Fully realized & addressed in presentation	Mostly realized & addressed in presentation	Somewhat realized & addressed in presentation	Not realized & addressed in presentation
Presentation	<input type="checkbox"/> Master = 1		<input type="checkbox"/> Novice = 0	
	Audible, clear & well-paced; kept to timeframe Conveyed connection to topic & audience Polished, professional; mindful of who was the audience		Difficult to hear & follow; strayed from timeframe Conveyed lack of interest in topic & audience Unpracticed; unprofessional; unaware of who was the audience	
Visuals	<input type="checkbox"/> YES		<input type="checkbox"/> NO	
	<input type="checkbox"/> Master = 1 Visuals enhanced the presentation & provided additional insight into research	<input type="checkbox"/> Novice = 0 Visuals had no impact (or distracted from) presentation	<input type="checkbox"/> Master = 1 Visuals were not necessary to provide insight & engagement into research	<input type="checkbox"/> Novice = 0 Visuals could have enhanced presentation & provided additional insight into research

Prize Rubric For Oral Presentations

	Title & authors clearly defined and prominent Research elements logical and highly organized Writing engaging, thorough & adds greatly to presentation	Title & authors well defined and positioned Research elements defined and organized Well written & adds to presentation	Title & authors present but not well defined Research elements present but not defined Writing adequate but does not add to presentation	Title & authors absent or difficult to identify Research elements unclear & or not present Writing unprofessional & not connected to presentation
Abstract	<input type="checkbox"/> Master = 3 Fully realized & addressed in poster & presentation	<input type="checkbox"/> Scholar = 2 Mostly realized & addressed in poster & presentation	<input type="checkbox"/> Apprentice = 1 Somewhat realized & addressed in poster & presentation	<input type="checkbox"/> Novice = 0 Not realized & addressed in poster & presentation
Design	<input type="checkbox"/> Master = 3 Visually compelling; draws you in Colors, fonts & layout enhance readability Variety of graphics (tables, figures, graphs, images) enhance text; placed to fully engage	<input type="checkbox"/> Scholar = 2 Visually appealing & interesting Colors, fonts & layout complement readability Some graphics (tables, figures, graphs, images) match text; arranged in orderly manner	<input type="checkbox"/> Apprentice = 1 Visually does not leave an impression Colors, fonts & layout distract from readability Few graphics (tables, figures, graphs, images) disconnected from text; arrangement is unclear	<input type="checkbox"/> Novice = 0 Visually cluttered or lacking structure Colors, fonts & layout hinder readability Little to no graphics (tables, figures, graphs, images); difficult to interpret
Sources	<input type="checkbox"/> Master = 1 Cites all data from other sources; style is precise (APA, MLA, etc); variety of strong & reputable sources		<input type="checkbox"/> Novice = 0 Does not cite all data from other sources; style is inconsistent or incorrect (APA, MLA, etc); few & questionable sources	
Text	<input type="checkbox"/> Master = 1 No spelling, punctuation or grammar mistakes		<input type="checkbox"/> Novice = 0 Spelling, punctuation or grammar mistakes	