

EDUCATOR WORKSHOPS

Educator Workshops CFP:

3) **Educator Workshops:** Educator Workshops provide the opportunity for a longer, more in-depth experience and active participation around an innovative educational or leadership development practice (co-curricular or curricular) or a teaching and learning tool. It is preferred that this is a strategy that has been used in practice (not an idea or concept), and provides a value in two ways: (a) as a professional development to the participants; and (b) as a best-practice strategy participants could implement into their own programs, classrooms, or contexts. Proposals may be up to eight (8) pages single-spaced (not including references), and up to four (4) additional pages of handouts/reference material to be reviewed with the proposal.

Please note that Educator Workshops are intended to be interactive in nature, where participants have the opportunity to participate in an activity or discussion throughout the session; therefore, additional weight of consideration will be given to evaluation item 4: *Lesson Plan Description and Logistics* (see evaluation rubric below).

Educator workshop proposals should include:

- Abstract
- Introduction (Clear issue statement and learner objectives)
- Review of Related Scholarship (Brief background to the issue or idea; including connection to leadership and pedagogical theory/literature)
- Lesson Plan Description (A clear plan of detailing the steps of activity. How will you demonstrate or model this activity for conference participants?)
- Discussion of Outcomes/Results (Experience with the practice and results to date. This could include either empirical or assessment data.)
- Workshop Implications (What are the foreseeable benefits to participants and potential for application?)
- References
- Appendices (Handouts or Additional Materials-up to four pages of handouts/reference material to be reviewed with the proposal)

For questions regarding Educator Workshops, please contactCarolynn Komanski at ckomanski@ufl.edu.

Educator Workshops Proposal Template:

Educator Workshop Proposal: Centered, Boldface, and Title Case

Abstract

An abstract is a brief summary of your paper, allowing reviewers to quickly understand the main points and purpose of your work. Please limit the abstract to 125 words.

Introduction

Although guidelines of the American Psychological Association (APA) indicate an introduction should begin on a new page (APA, 2010), we prefer that you place it on the same page as the abstract. Accordingly, it may be appropriate to use an “Introduction” heading to distinguish this section from the abstract. Please include DOI information for all article references for which this information exists.

In general, the manuscript should adhere to the following guidelines:

- Full narrative no more than eight (8) pages. References and Appendices may extend beyond.
- 1 inch margin left, right, top and bottom
- No headers or footers
- Font is 12-point Times New Roman
- Paragraphs flush left, with no indenting or tabbing
- Single-spaced text
- Paragraphs separated by a blank line
- Headings centered with blank line above and below
- Inclusion of tables and figures is encouraged
- Do not use footnotes or endnotes; rather, include the material in the body of the text
- Remove all personally identifying information, including author names and institutions ([Author], 2016)
- Follow the *Publication Manual of the American Psychological Association* (6th edition), except as directed

Review of Related Scholarship

This section should briefly highlight the connection to leadership and/or pedagogical literature/theory.

Lesson Plan Description

This section is the place to highlight clear details of the activity. This may include specific steps of the practice and/or an outline of discussion questions.

Discussion of Outcomes/Results

This section should outline the author(s) experience and lessons learned to date. This could include either empirical or assessment process and data.

Workshop Plan & Implications

This section should outline how the author(s) plans to demonstrate or model the activity in a way that engages the participants in the practice. This should include foreseeable benefits to participants as well as the potential for personal and professional application of the concepts/idea.

Appendices

Include handouts and supplemental materials here (up to four pages of handouts/reference material to be reviewed with the proposal).

References

The reference list that follows is a mock list. According to APA style, the reference list should include entries for all in-text citations. Material that was not mentioned in the narrative should be omitted from the reference list. Please include DOI information for all article references for which this information exists.

Andenoro, A. C., Allen, S. J., Haber-Curran, P., Jenkins, D. M., Sowcik, M., Dugan, J. P., & Osteen, L. (2013). *National leadership education research agenda 2013-2018: Providing strategic direction for the field of leadership education*. Retrieved from Association of Leadership Educators website: <http://leadershipeducators.org/ResearchAgenda>

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Council for the Advancement of Standards in Higher Education (2015). Student leadership programs. In *CAS professional standards for higher education* (9th ed.). Washington, DC: Author.

Kupers, W., & Weibler, J. (2008). Inter-leadership: Why and how should we think of leadership and followership integrally? *Leadership, 4*, 433-475. doi:10.1177/174271500809510

Riggio, R. E., Ciulla, J. B., & Sorenson, G. J. (2003). Leadership education at the undergraduate level: A liberal arts approach to leadership development. In S. E. Murphy & R. E. Riggio (Eds.), *The future of leadership development* (pp.223-236). Mahwah, NJ: Lawrence Erlbaum Associates.

Ritch, S. W., & Mengel, T. (2009). Guiding questions: Guidelines for leadership education programs. *Journal of Leadership Education, 8*(1), 216-227.

Educator Workshops Scoring Rubric:

2018 ALE Annual Conference – Educator Workshop Review Rubric

Indicate your evaluation by marking an X in the appropriate box (SA-strongly agree, A-agree, D-disagree, SD-strongly disagree). Please include comments providing objective remarks and/or suggestions for improvement.

Submission Criteria	SA 4	A 3	D 2	SD 1	Comments
1. The workshop proposal adds to the body of knowledge in leadership education and will provoke thought among ALE attendees.					
2. <i>Introduction</i> : The practice and learner objectives are clear and concise.					
3. <i>Related Scholarship</i> : The author(s) links the proposal to existing literature/research in the field of leadership, education or other related pedagogy.					
4. <i>Lesson Plan Description</i> : The author(s) provide a clear description of the steps, process, or activity. The author(s) describe a plan for presentation that engages participants in the practice, and sufficiently describes the potential for personal and professional application.					
5. <i>Discussion of Outcomes/Results</i> : The author(s) experiences, evaluation, and lessons learned are clearly described.					
6. <i>Workshop Implications</i> : The author(s) provides sufficient evidence of outcomes and results, as well potential for personal and professional application of concepts/ideas.					
7. The proposal is clearly written, English grammar rules and mechanics are followed and spelling is accurate.					
8. APA style is utilized; references are properly cited, and appropriate tables/figures (if applicable) are located within the manuscript.					
9. Handouts or sample materials appear to be relevant and useful.					

Overall Recommendation	Reviewer Rating	Comments
Accept for Presentation		
Accept with Minor Revisions		
Not Acceptable for Presentation		

**Due to the nature of the workshop format; additional weight of consideration should be given to evaluation item 4: Lesson Plan Description and Logistics.*