WORKSHOPS

Workshops CFP:
*New in 2019: Inclusion of research methods as workshop topic. Please see below for specific proposal requirement for each: Educator Workshop and Methods Workshop

Workshops: Workshops provide the opportunity for a longer, more in-depth experience and active participation around innovative practices, programs, projects or research methods. A workshop can be developed around the following: (1) an innovative educational or leadership development practice (co-curricular or curricular), (2) a teaching and learning tool used in leadership courses or programs, or (3) a research method associated with leadership studies pertinent to leadership education. It is preferred that this is a strategy or method that has been used in practice (not an idea or concept), and provides a value as a professional development to the participants and as a best-practice (strategy/method) participants could implement into their own programs, classrooms, contexts, or research. Proposals may be a <u>maximum</u> of 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 Workshops are intended to be interactive in nature, where participants have the opportunity to learn about the strategy or method and 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)

Research Methods Workshop proposals should include:
- Abstract
- Introduction (Clear issue statement as to the importance of using this method in leadership studies research related to leadership education and learner objectives)
- Review of Related Scholarship (Brief background to the method, including connection to how it's used in leadership studies research and its relevance to research in leadership education)

- Lesson Plan Description (A clear plan detailing the steps of activity. How will you demonstrate or model the use of this method for conference participants?)
- Discussion of Outcomes/Results from Using the Method (Experience with using the method and results from a study or multiple studies utilizing this method.)
- Workshop Implications (What are the foreseeable benefits to participants utilizing this method in research related to leadership education?)
- References
- Appendices (Handouts or Additional Materials-up to four (4) pages of handouts/reference material to be reviewed with the proposal)

For questions regarding Workshops, please contact Susan Luchey at sluchey@udel.edu.

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, 2019), 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* (7th edition), except as directed

Review of Related Scholarship

This section should briefly highlight the connection to leadership and/or pedagogical literature/theory or background of the method and its relevance to research in leadership education.

Please note that a review of related scholarship is meant to identify connections to established theory and/or practice which will ground and contextualize the proposal. Authors are not necessarily expected to have conducted original research or complete an exhaustive literature review. It is assumed that reviews of scholarship will be concise and will help readers/participants note how this work is informed by and connected to the larger field of practice.

Lesson Plan Description

For workshops focusing on pedagogy or teaching practices, this section is the place to highlight clear details of the activity. This may include specific steps of the practice, a plan for the presentation and/or an outline of discussion questions.

For research methods focused workshops, this section may include specific steps to using the method, activities involving interacting with data and associated analysis outputs (statistical outputs, thematic coding schemes, etc.), and an outline of discussion questions. This section should outline how the author(s) plans to demonstrate or model the method in a way that engages the participants.

Discussion of Outcomes/Results

This section should outline the experience of the author(s) with the practice or method and lessons learned to date. Discussion of results for pedagogy or teaching practices may include either empirical or assessment process and data. For methods, discussion can include sharing a research article and/or artifacts from a research study (coded transcripts, screen shots from multiple statistical outputs, pictures documenting a process of integrating qualitative and quantitative data, etc.).

Workshop Implications

This section should outline what the author(s) anticipates are the personal and/or professional applications of the concepts/practice/method. Author(s) should describe the outlets for utilizing the concepts/practice/method.

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* (7th 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.