Call for Proposals **Extended for:**

**35th Annual Research-to-Practice Conference (R2P) in Adult and Higher Education**

**November 7th and 8th, 2016 in Albuquerque, NM**

The University of Central Oklahoma is proud to again sponsor the annual Research-to-Practice Conference in Adult and Higher Education as part of the annual American Association for Adult and Continuing Education Conference. This year’s conference will be in Albuquerque, New Mexico. We encourage all **adult and/or higher education practitioners, academic scholars, and students** to submit proposals before **May 15, 2016** to present a **concurrent paper, roundtable session, or poster** on November 7th or 8th, 2016 to the program committee of the **35th Annual R2P Conference in Adult and Higher Education.**

**AREAS of FOCUS:**
- Practitioner Concerns
- Reports on Research
- Evaluation Studies
- Methods and Issues in Research
- Best Practices
- Trends and Issues in Adult and/or Higher Education
- Technology in Teaching and Learning
- Educational Policy within Adult and/or Higher Education

**SUBMISSION PROCEDURES (Proposal Deadline: Midnight May 15, 2016):**

**Note:** Papers or presentations given at earlier professional meetings are not to be submitted.

Go to [https://uco.co1.qualtrics.com/SE/?SID=SV_2mAjR6hGmjCsuON](https://uco.co1.qualtrics.com/SE/?SID=SV_2mAjR6hGmjCsuON) and provide:
- Name of Author
- Title of Proposal
- Email
- Primary Phone Number
- Mailing Address
- Name of Co-Authors
- Type of Proposal
- Area of Focus
- Proposal Summary (up to 250 words)
- Full Proposal (up to 3000 words)
- Graduate Student “Excellence in Research Award” consideration
More information available at: www.researchtopracticeconference.com
The eight areas of focus are described as follows:

PRACTITIONER CONCERNS.
This category addresses questions and concerns regarding practitioners’ work in adult, continuing, extension, and community education programs. Proposals may address problems and/or solutions in areas of practice such as curriculum design, strategy selection, teaching and learning, or program implementation. They may also address how practitioners view research related to their concerns.

Proposals should include the following:
• A description or outline of the concerns or questions
• The importance of the concerns to both research and practice in adult, continuing, extension, higher, and community education
• Reference to various approaches that have attempted to deal with the concerns
• A discussion of the way in which the concerns or questions related to the conference theme of linking theory and practice
• A brief description of how the session or presentation will address these concerns

Criteria for selection:
• The practitioner concern is described or delineated
• The concern is within one or more contexts of practice in adult, continuing, extension, higher, and community education

REPORTS ON RESEARCH.
This category features reports on qualitative or quantitative research studies and their implications for practice.

Proposals should include the following:
• The research questions or hypotheses - The importance of the research to the practice of adult, continuing, extension, and community education
• The methodology
• Stage of the research at the time of the proposal; if not completed, the expected completion date
• A summary of the findings/conclusions
• Implications of applications of the finding to practice or theory
• A brief description of how the session/presentation will be organized

Criteria for selection:
• The linkage of research to practice is addressed
• The research question has defined a specific area of inquiry
• The conduct of the inquiry exhibits rigorous standards of inquiry suitable to the study
Contributions to knowledge and practice are evident
Demonstrates creativity by the researcher's methods and insights

EVALUATION STUDIES.
This category features reports on studies involving needs assessment, priority setting, goal analysis, evaluation, or other forms of applied research.

Proposals should include the following:
- The purpose or focus of the evaluation
- Its importance to the practice of adult, continuing, extension, and community education
- The methodology
- Stage of the evaluation project at the time of the proposal; if not completed, the expected completion date
- The implications and uses of the results in practice and/or theory
- A brief description of how the session/presentation will be organized

Criteria for selection:
- The lineage of evaluation research to practice is addressed
- The evaluation study shows a specific focus, the identification or users and/or stakeholder, dissemination and use, and a contribution to the improvement of practice
- Feasibility is clearly demonstrated by practical procedures, political soundness and credibility, recognition of constraints, and cost-effectiveness
- Demonstration of propriety in terms of ethics, legality, and humanism
- Demonstration of clearly rigorous and sound procedures suitable to the study

METHODS AND ISSUES IN RESEARCH.
This category features controversial and critical questions vital to linking research and practice, such as research methods, ethics, the use of research in practice, practice-generated needs for research, and processes by which researchers determine the areas in which to conducts research.

Proposals should include the following:
- A description of the issue or summary of the points at issue
- The importance of the issue to research and practice in adult, continuing, extension, and community education
- An explanation of models and/or illustrations of new insights or challenges on the issue to be offered by the presenter(s)
- A discussion of the way in which the issue relates to the conference theme of linking theory and practice
- A brief description of how the session/presentation will address the issue

Criteria for selection:
• How clearly the research issues are described or delineated
• How important the concern is within one or more particular contexts of practice in adult, continuing, extension, and community education
• How clearly the proposal specifies new or expanded insights to be presented with regard to the research issues
• How clearly linkages of research and theory to practice are addressed in the proposal
• How clearly organized and creatively and dynamically presented the proposed session appears

BEST PRACTICES.
This category features best practices that are characterized by respectful acknowledgment of the learner’s previous experience; adaptability to changes in the learner’s circumstances during the course of learning; ongoing supportive engagement and interaction between the learner and the facilitator in creating a climate conducive to learning, need assessment, setting goals, designing the plan, managing the experience, and evaluating outcomes; and positive reinforcement or feedback to the learner.

Proposals should include the following:
• Describing the learning activity being considered and how it may solve a problem or address a concern
• Importance of this best practice to the field of adult, continuing, extension, or community education
• Identifying the techniques used for actively engaging the learners
• Articulating the learning theory or theories that inform and support the techniques
• Discussion of how this best practice links to the conference theme of research and/or practice
• Why the author thinks it qualifies as a best practice
• Brief description of how the session presentation will make visible this practice as one of the best

Criteria for selection:
• Describing the learning activity being considered and how it may solve a problem or address a concern
• How clearly the proposal describes this best practice
• How important this activity could be within one or more contexts of adult, continuing, extension, or community education
• How clearly this best practice is validated and justified as to why the presenter considers it a best practice
• Whether creativity is exemplified by the author’s reach toward active learner involvement
• How well thought out, refined, and applicable this best practice appears to be
TRENDS AND ISSUES IN ADULT AND/OR HIGHER EDUCATION.
This category focuses on ways in which adult and/or higher education institutions are reexamining their organizational structures and the ways in which students’ access and experience learning within the context of increasing costs and globalization. Current issues in research include globalization and the internationalization of adult and/or higher education, the process of teaching and learning, the use of technology to increase creativity, redefining space, governance, resource allocation, and financial issues. Research or critical essays addressing issues within adult and/or higher education from an administrative, faculty, student, or community viewpoint, along with other related topics, will be considered for presentation.

Proposals should include the following:
• An abstract of your study or a summary of essay
• Links to current research that supports your position or findings
• Creative solutions to current issues under study or discussed
• A description of how the presenter will engage those in attendance in discussion related to your presentation

Criteria for selection:
• Topic is a current issue within the fields of adult and/or higher education
• Evidence of clarity in understanding the problem
• Evidence of knowledge related to theory and methodology
• Quality of questions to engage others in a discussion of the topic

TECHNOLOGY IN TEACHING AND LEARNING (New in 2014)
This category focuses on ways that technology is being used as a tool for teaching and learning. Presentations in this category could include: reports of innovative and/or exemplary practice using technology; critical reviews of important literature, materials, and devices related to the field; summaries of research translated into practical application; or other trends and issues of national and international significance.

Proposals should include the following:
• A description of the technology or issues related to technology being discussed
• The importance of the issue to research and practice in adult, higher, and continuing education
• New insights, models, concepts, or challenges related to technology and its use to be offered by the presenter(s)
• A discussion of the way in which the issue relates to the conference theme of linking theory and practice
• A brief description of how the session/presentation will address the issue

Criteria for selection:
• Topic is a current issue or future trend related to the use of technology in teaching and learning of adults.
• The proposal specifies new or expanded insights to be presented with regard to issues of technology.
• Linkages of research and theory to practice are addressed in the proposal.
• Evidence of strategies to engage attendees in topic discussion.

EDUCATIONAL POLICY WITHIN ADULT AND/OR HIGHER EDUCATION
This category explores the relationship between educational policy at the state or federal level, as well as accreditation, within adult and/or higher education. Both adult and higher education are facing new accreditation standards, federal and state funding formulas, and shifting policies. This category provides an opportunity for research or critical essays addressing policy issues within an adult and/or higher education viewpoint, along with other related topics.

Proposals should include the following:
• Background related to the educational policy being presented, including historical significance and future implications.
• Links to current research that supports recommendations or findings.
• Critical reflections or creative solutions to current policies being discussed.
• A description of how the presenter will engage those in attendance in discussion related to your presentation.

Criteria for selection:
• Policy issues are clearly described or delineated
• Proposal specifies new or expanded insights regarding the policy issues
• How important the policy issue or concern is within one or more particular contexts of practice in adult, continuing, or higher education
• Linkages of research and theory to practice are addressed.
• Evidence of strategies to engage attendees in topic discussion.

For further information, contact Dr. Len Bogner, lbogner@uco.edu or Dr. Lori Risley, lrisley1@uco.edu.