



10th Annual

LOYOLA
COLLEGE IN MARYLAND

Undergraduate Student Research & Scholarship Colloquium

April 3, 2009

Mathematical & Natural Sciences

Social Sciences



Business

Demonstration/Performance

Arts & Humanities

www.loyola.edu/usrsc

Undergraduate Student Research & Scholarship Colloquium April 3, 2009

On April 3, 2009, Loyola College in Maryland will host the tenth annual campus-wide forum highlighting undergraduate student research and scholarship. The goal of the colloquium is to encourage scholastic endeavors that focus on either the generation of new knowledge or creative integration of existing scholarship.

Application Requirements

All currently enrolled undergraduate students of the College are eligible to make submissions to the Colloquium. The **application form** requires identification of a Loyola College faculty member who will agree to serve as a mentor in the application process.

Deadline for Application Proposals: February 25, 2009.

Application information can be found at <http://www.loyola.edu/usrsc>.

General Guidelines

- Since the Committee uses a blind review process, proposals (with the exception of the application form) are to be devoid of the applicant and mentor's names. *Applicants are reminded that if they refer to their own work or their mentor's works in the references, the names should be omitted or marked out.*
- Each student may submit only one proposal in each division each year.
- The committee accepts both individual and collaborative proposals.
- The application form and written proposal are to be submitted online at the USRSC website: <http://www.loyola.edu/usrsc>.
- The proposal must be in the form of a brief description of the project.
- Students should indicate if they wish to present a poster (or visual) or oral presentation at the Colloquium. A poster involves a display of the main points, ideas, and findings of the project. The posters are displayed throughout the colloquium venue for informal browsing with opportunities for individual discussion with the poster's author(s). An oral presentation is a more formal 10 minute presentation within a classroom setting.

Competition Divisions

Arts & Humanities

Business

Mathematical & Natural Sciences

Social Sciences

Demonstration/Performance

Demonstration: Novel presentation of existing principles, laws, scholarship, or pedagogy.

Performance: Public presentation of artistic or creative work/scholarship.

Submission Procedure

Phase I – Proposals

1. Within each of the five competition divisions, the Committee will assemble a panel of faculty who will review the submitted proposals.
2. Following the application deadline, panel members will recommend proposals to be presented at the Colloquium.

Phase II – Presentations

1. By early March, following receipt of the panel members' decisions, the Committee will notify student presenters.
2. Presenters will prepare either an oral presentation or poster or other visual presentation to be given at the Colloquium to faculty, judges, and guests. Using the criteria listed below, First, Second, and Third Place awards will be awarded in each of the Divisions.

Evaluation Criteria

While it is expected that the scholarly investigation will be completed at the time of the Colloquium, it is not essential that the research be completed at the time of application. Because of this consideration, *the submitted proposals will only reviewed on clarity of purpose, preparation, and methodology using criteria A-C outlined below.* For accepted proposals, reviewers will provide limited feedback to students. Faculty mentors should assist students in considering this feedback. *Presentations at the Colloquium will be judged using all six criteria in Sections One and Two below.*

SECTION ONE – used to review ALL Colloquium proposals and presentations

- A. *Clear Goals: Does the student-scholar state the basic purpose(s) of his or her work?*
Considerations: Defining objectives that are realistic and achievable.
 Identifying important questions in the field.
 Stating the objectives in a manner appropriate for a lay audience.
- B. *Adequate Preparation: Does the student-scholar show an understanding of existing scholarship in the field?*
Considerations: Synthesizing approaches in the field as they relate to stated goals.
 Use of resources necessary to move the project forward.
 Gathering documentation relevant to stated goals.
 Bringing the necessary skills to his or her work.
- C. *Appropriate Methods: Does the student-scholar use methods appropriate to the goals?*
Considerations: Applying effectively the methods selected.
 Modifying procedures in response to changing circumstances?
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SECTION TWO – used ONLY at the Colloquium

- D. *Significant Results: Does the student-scholar achieve his or her goals?*
Considerations: The student-scholar's work might contribute to the field of study.
 The student-scholar's work might open additional areas for further exploration.
- E. *Effective Presentation: Does the student-scholar use a suitable style and effective organization to present his or her work?*
Considerations: Clear presentation of message.
 Integrity of message.
 Visual appeal of demonstration.
- F. *Reflective Critique: Does the student-scholar critically evaluate his or her own work?*
Considerations: Breadth of evidence supporting his or her critique.
 Use evaluation to improve the quality of future work.

Statement of Student-Scholarship

Student-scholarship is an intellectual undertaking which creates something that did not exist before, is substantive to the discipline, and is communicated to others. Expressions of student-scholarship generate one or more of the following: knowledge about ourselves and our universe, new insights, and new technologies and applications of knowledge that can benefit humankind. The aim of student-scholarship can be discovery, artistic creativity, integration, or application

Forms of Scholarship

	Discovery	Artistic Creativity	Integration	Application
<i>Nature of Scholarship</i>	Generates new knowledge through systematic investigation or comprehensive analysis.	Interprets the human spirit; creates and communicates new insights; fosters self-reflection and critical thinking.	Synthesizes and communicates new or different understandings of knowledge or technology and its relevance.	Develops and communicates new technologies, materials or uses; fosters inquiry and invention; develops and refines new methods.
<i>Types of Activities</i>	Data analysis, historical documentation, etc.	Creative synthesis and interpretation.	Integration of new knowledge with existing knowledge; makes connections across disciplines.	Application of existing knowledge towards problem-solving.
<i>Criteria for validating scholarship</i>	Originality, scope, and significance of new knowledge; applicability and benefits to society.	Originality, impact, and duration of public value; scope and persistence of influence and public appreciation.	Usefulness and originality of new or different understandings, applications, and insights.	Breadth, value, and persistence of use and impact.

References

- Boyer, E. (1990). *Scholarship Reconsidered, Priorities of the Professoriate*. San Francisco: Jossey-Bass.
- Weiser, C.J. (1994) *The Value System of a University - Rethinking Scholarship*. College of Agricultural Sciences, Oregon State University, Corvallis, February 3, 1994.
 Web site: <http://www.adec.edu/clemson/papers/weiser.html>