



## 2014 NZATD Education Trust Awards Learning and Development Research Award Evaluation Guidelines for Entrants

### ***Focus of Award***

NZATD has introduced this award to recognise the work being done by those who seek to add to our knowledge of adult learning, learning methodologies and assessment through empirical research. Such research may be conducted through tertiary education establishments, industry bodies, or other organisations that recognise the value of widening the understanding of the disciplines and practices that shape our profession.

The winning research is likely to have a focus one of the following, though other research will be considered if its link to learning and development can be established:

- The environment of adult education and workplace learning; or
- [One or more of] the psychology / sociology/ philosophy of adult education and workplace learning; or
- Adult learning methodologies and practices; or
- The relationship between individual and organisational learning and other people related disciplines, e.g. knowledge management, organisational and industrial psychology, organisational development, change management, etc.

### ***Key Date***

Entries must be received by no later than 5pm on Monday 1 September 2014

## ***The Judging Process***

All entries will need to meet a set of baseline criteria before they can be considered for ranking against other entries. Baseline criteria refer to those criteria that **all entries must meet** before they can be considered as finalists in any category. Once adherence to base line criteria is confirmed, these criteria will not be used to differentiate between submissions. Where an entry is missing any of the base line criteria, a representative of the Judging Panel will contact the entrant to advise them of any actions required to meet the criteria, providing the entry was submitted prior to the submission deadline. Assessment against baseline criteria will be done on a meet / does not meet basis.

All entries meeting baseline criteria will then be assessed according to a predefined set of evaluation criteria to enable differentiation between all eligible entries. This will be done using a weighted grading scale using the following process:

- A mark from 1 (low) to 10 (high) will be applied by three judges independently, using the stated assessment criteria.
- The judges will then meet to discuss entries further and at this stage, without knowledge of the other marks, may refine their individual marks.
- Each judge's final mark in each category will be aggregated and then weighted, using the weightings indicated alongside the criteria.
- The marks in all categories will be added together to determine the overall grading.
- In the event of a tie, the judges reserve the right to deliberate further to determine an outright winner.
- The judges reserve the right not to award in this category if no entries achieve a final assessment rating of at least 70%.

## Baseline Criteria - Learning and Development Research

Criteria	Explanation	Meets Criteria Y/N?
<b>Timing of entry</b>	<p>The award has been received within the stipulated entry period.</p> <p>The dates for entry will be publicised. The closing date is the date by which all entries must be received at the awards address. Entries should be received by 5pm on the closing date.</p> <p>In rare circumstances, extensions may be given. <b>This will be considered the exception rather than the rule.</b> The panel has the right not to consider any late entries at their sole discretion. Applications for extensions <b>must</b> be received prior to the closing date and only one extension per entry will be permitted.</p>	
<b>Timing of research</b>	<p>Research being considered must:</p> <ul style="list-style-type: none"> <li>• have been conducted within the past two years from the submission date, or</li> <li>• have been started in a period prior to two years from the submission date and may still be on-going but has reached a stage where meaningful conclusions can be drawn, or</li> <li>• may have been started prior to two years before the submission date but was completed with the two years prior to submission, or</li> <li>• may have been start prior to two years before the submission date but the research and any accompanying papers were submitted for peer review or examination (e.g. as part of a tertiary level thesis) within the two years prior to submission, or</li> <li>• The first publishing of research in the public domain occurred within the two years immediately prior to the submission date.</li> </ul>	
<b>Location of research</b>	<p>Research being presented should have been conducted:</p> <ul style="list-style-type: none"> <li>• either in whole or in part in New Zealand, and / or</li> <li>• by a New Zealand citizen or resident.</li> </ul> <p>Where joint research has been undertaken, then a joint entry will be accepted provided one of the researchers who had significant input to the research meets these requirements.</p>	

Criteria	Explanation	Meets Criteria Y/N?
<b>Provision of information</b>	<p>The entry must include a completed and signed application form signed by the research entrant and posted to the address shown on the application form, or a completed on-line application form. At a minimum information provided should include:</p> <ul style="list-style-type: none"> <li>• An outline of the: <ul style="list-style-type: none"> <li>○ Context for the research</li> <li>○ Aims/hypothesis for the research</li> <li>○ Scope of the research</li> <li>○ Research methodology</li> <li>○ Summary of findings</li> <li>○ Summary of contribution to the body of knowledge about learning and development.</li> </ul> </li> <li>• Provision of three relevant referees and their contact details.</li> <li>• Please note: if the research is part of a full academic paper exceeding 2,000 words, a summary should be provided that does not exceed 2000 words.</li> </ul>	
<b>Evidence to support entry</b>	<p>Evidence is required to enable judges to fairly evaluate entries.</p> <p>Judges all sign a confidentiality agreement and agree not to disclose information beyond the evaluation panel without permission. Any evidence that is withheld from the judges due to confidentiality (or other) concerns cannot be considered during the evaluation.</p> <p>Examples of suitable evidence may include, but is not necessarily limited to:</p> <ul style="list-style-type: none"> <li>• Copies of the initial research brief.</li> <li>• Copies of documents used as part of the data collection methodology.</li> <li>• Documents explaining how data was collated, such as statistical modelling.</li> <li>• Reports/refereed articles containing the research findings.</li> <li>• Letters of support from referees and/or end users of the research.</li> <li>• Examples of how the research has been published or otherwise disseminated, e.g. journals, seminar presentations, books etc.</li> </ul>	

Criteria	Explanation	Meets Criteria Y/N?
<b>Referees</b>	<p>Referees should include people that have direct knowledge of the research undertaken. These may be, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Participants in the research</li> <li>• Supervisors of research (e.g. academic tutors, industry reviewers, peer reviewers)</li> <li>• Sponsors of the research.</li> </ul> <p>Ideally referees covering a range of the above should be included, chosen for their ability to comment knowledgeably on one or more of the following:</p> <ul style="list-style-type: none"> <li>• research methodology</li> <li>• content and scope</li> <li>• research findings</li> <li>• contribution to the learning and development profession</li> <li>• contribution to adult learners.</li> </ul> <p>For each referee please provide the following information:</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Job role</li> <li>• Preferred daytime phone number</li> <li>• Alternative contact phone number</li> <li>• Preferred contact email address</li> <li>• Category of referee as per the above list in this page (e.g. sponsor, participant etc.)</li> </ul> <p><b>Please Note:</b></p> <p>It is the intention of judges to contact referees of short-listed entrants. Provision of a referee will be considered agreement for the panel to contact them. Entrants are strongly advised to gain permission from their referees and notify them that they may be contacted prior to submitting their entry.</p> <p>Referees who are unavailable to be contacted should not be included. Consideration of a referee will be discounted if, after reasonable attempts have been made, he/she cannot be reached.</p>	

Criteria	Explanation	Meets Criteria Y/N?
<b>Referees</b>	<p>Referees should include people that have direct knowledge of the initiative undertaken. These may be, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Sponsors of the initiative</li> <li>• Participants in the initiative</li> <li>• Managers of participants in the initiative</li> <li>• Managers of those involved in delivering the initiative.</li> <li>• People impacted by the initiative, e.g               <ul style="list-style-type: none"> <li>○ Customers</li> <li>○ Vendors</li> <li>○ The public, etc.</li> </ul> </li> </ul> <p>Ideally referees covering a range of the above should be included, chosen for their ability to comment knowledgeably on the initiative from their own perspective.</p> <p>For each referee please provide the following information:</p> <ul style="list-style-type: none"> <li>• Name</li> <li>• Job role</li> <li>• Preferred telephone number</li> <li>• Alternative contact phone number</li> <li>• Preferred email address</li> <li>• Category of referee as per the above list in this page (e.g. sponsor, participant etc.)</li> <li>• Preferred time to be contacted.</li> </ul>	

# Evaluation Criteria

## Learning and Development Research Award

**Note: The factors shown are guidelines provided to judges so they have a common understanding of what to look for. Not all factors will be relevant to every entry but entrants are advised to refer to the guidelines when preparing their entry so they are aware of the types of things the judges expect to see. Different/Additional information can also be provided.**

Criteria	Examples of factors that may be taken into account	Weight
<b>Scope of research</b>	<ul style="list-style-type: none"> <li>• Size of sample and/or breadth of research material relative to the aims of the research.</li> <li>• Contribution to adult learning methodologies and assessment.</li> </ul>	15%
<b>Research methodology</b>	<ul style="list-style-type: none"> <li>• Degree to which research is empirical in nature.</li> <li>• Clarity and comprehensiveness of the description of the research design.</li> <li>• Extent to which the chosen data collection methods are appropriate to the aims of the research.</li> <li>• The degree to which the sample size is compatible with the methodology to allow valid conclusions to be drawn.</li> <li>• Assurance that research methods have been applied ethically.</li> <li>• The degree to which research methods take into account cultural variances, if/as required.</li> <li>• Research has a theory / model context identified.</li> </ul>	20%
<b>Interpretation of data</b>	<ul style="list-style-type: none"> <li>• Assumptions are stated, comprehensive and valid.</li> <li>• Consistency of presentation of data and the interpretation with the research design.</li> <li>• Degree of clarity in the interpretation of findings.</li> <li>• The validity of conclusions drawn (e.g. the degree to which differentiation is made between correlations and causality, where relevant; allowances made for sample size etc.).</li> <li>• The interpretations are linked to the identified theory / model in the research design.</li> <li>• Limitations of research recognised.</li> </ul>	25% X

Criteria	Examples of factors that may be taken into account	Weight
<b>Contribution to L&amp;D practice</b>	<ul style="list-style-type: none"> <li>• Originality of research.</li> <li>• Value of research to learning practitioners.</li> <li>• Value of the research to organisations</li> <li>• Value of the research to adult learners</li> <li>• Recognition of the importance of research within the wider body of knowledge (e.g. invitations to present findings to peers, degree to which research is referenced by peers, etc.) if/ where practicable</li> </ul> <p>(Note the judges recognise that widespread publication of research may not be achievable within the timeframes of this award and so will not penalise for failure to produce evidence of such, but encourage entrants to include any example of this in their entry, if available.</p>	40%