

# NAGC R&E Graduate Student Research Gala 2018 Guidelines

## Invitation

We are currently accepting submissions for the NAGC Research & Evaluation Network Graduate Student Research Gala, to be held during the 2018 NAGC Convention in Minneapolis, MN (November 15-19). The Research Gala provides an opportunity for graduate students to receive valuable feedback on their research, network with experts in the field of gifted education, and showcase their research.

Participants will:

- Submit a 15 to 20-page research paper by July 1, 2018.
- Create a poster for presentation at the gala event at the NAGC Convention in Minneapolis.

Winners will be chosen in the following categories:

- Doctoral-level, Completed Research\*
- Doctoral-level, In-progress Research
- Non-doctoral-level, Completed Research
- Non-doctoral-level, In-progress Research

\*Please note that dissertation research should not be submitted to the Research Gala. Doctoral students should consider submitting their completed dissertation research to the R&E Dissertation Award. You may contact [Dr. Matthew Fugate](#) information about the Dissertation Award.

Research papers will be judged by experts in the field of giftedness, creativity, and talent. Winners will be announced at the Gala, and will receive an award certificate. First place winners will also receive a gift card. If you have any questions about the Gala, please contact the Awards Committee Co-Chair, [Dr. Todd Kettler](#). Gala participants must be a member of NAGC to participate.

**Complete submissions will include: (1) de-identified paper, (2) title page, and (3) completed [submission checklist](#).**

All submissions must be emailed to [Dr. Todd Kettler](#) no later than 11:59 PM on July 1, 2018. Please see below to review the instructions for paper submissions and criteria for judging.

## Eligibility

All participants must be members of NAGC. All papers should represent original and individual work done by the participant while a graduate student.

## Submission Categories

**In-progress Research** studies must have been begun within the last two years. In-progress research includes studies in which data may have been collected but not analyzed, and can include research proposals.

**Completed Research** studies must have been completed within the last two years. Completed research includes research for which data have been collected and analyzed. Completed research may include completed components of larger studies. For example, a completed pilot study would be considered completed research, even if the researcher is planning to expand the study. Similarly, exploratory factor analyses are generally considered completed research.

**Doctoral Research** includes research that was conducted while the graduate student was a doctoral student. This includes any part of the research study. For example, if data collection was conducted prior to beginning a doctoral program but data analysis was completed during doctoral studies, the research would be considered doctoral level. Completed dissertation research is excluded from the Graduate Student Research Gala competition. Individuals with completed doctoral dissertation research should submit to the Research and Evaluation Network Dissertation Award.

**Non-doctoral Research** includes research that was conducted prior to a student beginning a doctoral program.

Participants are encouraged to read the reviewing forms to determine the most appropriate category for their research. Questions regarding category membership should be directed to the Awards Committee Co-Chair ([Dr. Todd Kettler](#)) prior to the submission deadline.

## **Content**

All research papers should pertain to gifted education, giftedness, creativity, or talent development. Qualitative, quantitative, and mixed-methods research studies are most appropriate for the gala. Literature reviews, theoretical pieces, and methodological papers will be considered for review but will be judged according to the same guidelines and reviewing forms as qualitative, quantitative, and mixed-method proposals.

## Instructions for Submission

### Components of Paper

1. Abstract page
  - a. Abstract should be 100-150 words
2. Main text
  - a. Maximum of 20 pages
3. Reference list
4. Tables and figures should be included after the reference list (if applicable)
5. Paper must be double-spaced, 1" margins, 12 point Times New Roman font
6. Papers must adhere to APA style
7. Papers may be Word documents or rtf documents

\*Please note that the entire paper must be de-identified! Do not include any identifying information in your paper.

### Components of Title Page

1. Title Page
  - a. Title of submission
  - b. Contact information for the author
  - c. University affiliation where the research was conducted
  - d. Category (Doctoral-level, completed; Doctoral-level, in-progress, Non-doctoral-level, completed; Non-doctoral-level, in-progress)
  - e. 3-5 keywords

### Complete Checklist for Submission

1. Please go to [https://duke.qualtrics.com/jfe/form/SV\\_6SEQ4JHATuiWIHX](https://duke.qualtrics.com/jfe/form/SV_6SEQ4JHATuiWIHX) to complete a checklist for submission.

**Please email your complete submission (paper, title page, completed submission checklist) to [Dr. Todd Kettler](#) no later than 11:59 PM on July 1, 2018.**

**PLEASE REVIEW THE FOLLOWING RUBRICS FOR IN-PROGRESS AND COMPLETED RESEARCH**

QUALITY INDICATORS RUBRIC FOR NAGC R/E DIVISION RESEARCH GALA  
MANUSCRIPTS:

# IN-PROGRESS RESEARCH

Paper Number:

Judge Number:

Manuscript Title:

Category:

Please evaluate the above manuscript with respect to each of the following categories by checking ONE box.

0= No Evidence, 1=Novice, 2=Emerging, 3=Skillful, 4=Accomplished

<b>1. Theoretical Framework</b>					
	0	1	2	3	4
A clear statement of the problem is presented, with important and relevant concepts defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A clear link is established between what is known (existing literature) and what needs to be known.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of the general topic and specific questions posed is made clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The existing literature related to the topic is summarized and synthesized effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The review of literature includes the most relevant and important articles related to the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The topic investigated is relevant to the field of gifted education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The topic investigated is likely to contribute to the field of gifted education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The theoretical framework is clearly linked to the problem statement, research questions, and proposed methodologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <a href="#">Click here to enter text.</a>					
<b>2. Research Questions</b>					
	0	1	2	3	4
The research question(s) are clear and answerable. For quantitative studies, logical predictions/hypotheses are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The questions posed can be feasibly addressed in the context of this manuscript.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posing and addressing the question(s) can be done in an ethical manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The questions provide depth of understanding of the context of the topic and/or problem statement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The research questions relate to the literature review/theoretical framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <a href="#">Click here to enter text.</a>					
<b>3. Research Design and Methodology</b>					
	0	1	2	3	4

The research design is described in detail, with particular attention to all variables to be addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The research design will answer the research questions as stated in the manuscript.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threats to internal and external validity (for quantitative studies) or methods for improving generalizability, triangulation, and credibility (for qualitative studies) are identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sample and/or sampling plans are described and are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Procedures for data collection are described in detail and are appropriate to the questions posed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collection tools (e.g., instruments, interview or observation guides) are described in detail and are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data analysis plans are appropriate and are described in detail, with particular reference to the research questions posed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Connections to future research plans are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: [Click here to enter text.](#)

**4. Writing Style**

	0	1	2	3	4
The paper is written in a scholarly manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The manuscript is free of grammatical, spelling, and typographical errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The manuscript follows a structure and organization consistent with APA style requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proper attribution is given with the work of others is used or cited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The style of writing is clear and concise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: [Click here to enter text.](#)

**Other Comments**

Please add any additional comments or overall observations about the manuscript. *Optional*  
[Click here to enter text.](#)

QUALITY INDICATORS RUBRIC FOR NAGC R/E DIVISION RESEARCH GALA  
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# COMPLETED RESEARCH

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A clear link is established between what is known (existing literature) and what needs to be known.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of the general topic and specific questions posed is made clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The existing literature related to the topic is summarized and synthesized effectively including the most relevant and important pieces of research pertaining to the topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <a href="#">Click here to enter text.</a>					
2. Research Questions					
	0	1	2	3	4
The research question(s) are clear and answerable. For quantitative studies, logical predictions/hypotheses are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The questions posed can be feasibly addressed in the context of this manuscript.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Posing and addressing the question(s) can be done in an ethical manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <a href="#">Click here to enter text.</a>					
3. Research Design and Methodology					
	0	1	2	3	4
The research design is described in detail, with particular attention to all variables to be addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The research design will answer the research questions as stated in the manuscript.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threats to internal and external validity (for quantitative studies) or methods for improving generalizability, triangulation, and credibility (for qualitative studies) are identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The sample and/or sampling plans are described and are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Procedures for data collection are described in detail and are appropriate to the questions posed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data collection tools (e.g., instruments, interview or observation guides) are described in detail and are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data analysis plans are appropriate and are described in detail, with particular reference to the research questions and predictions/hypotheses (for quantitative studies) posed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <a href="#">Click here to enter text.</a>					
<b>4. Results</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Results are presented clearly and concisely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All relevant results are included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results answer the question(s) posed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <a href="#">Click here to enter text.</a>					
<b>5. Conclusions and Implications</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Results or findings are summarized clearly with direct reference to the research questions and predictions/hypotheses (for quantitative studies) posed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results or findings are placed in appropriate context in the broader area of the study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The implications of findings for practice and for further research are discussed in detail.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The limitations of the study are acknowledged and discussed in the context of interpreting findings (e.g., generalizability and transferability).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The conclusions of the research contribute to the field of gifted education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <a href="#">Click here to enter text.</a>					
<b>6. Writing Style</b>					
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
The paper is written in a scholarly manner that is consistent with the research literature in the student's field of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The manuscript is free of grammatical, spelling, and typographical errors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The manuscript follows a structure and organization consistent with APA style requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proper attribution is given with the work of others is used or cited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <a href="#">Click here to enter text.</a>					
<b>Other Comments</b>					
Please add any additional comments or overall observations about the manuscript. <i>Optional</i> <a href="#">Click here to enter text.</a>					