

Language, Texts and Technology

Washington State University, spring 2010

Research Showcase project guidelines

<http://ltspring2010.blogspot.com/>

The Research Showcase project is the largest assignment of this course. It is oriented toward creating a project that could be shared at WSU Vancouver's annual Research Showcase on **April 15**. While participating in the university's showcase is not required, this project will cover all of the steps necessary to do so, and those making the final leap and actually sharing the work at the showcase will be eligible for extra credit.

To earn the 200 points possible for this project, plus the intermediate prompt and proposal points that help to develop the research overly roughly two months, you first should read the goals, peculiarities and deadlines of the showcase at:

<http://www.vancouver.wsu.edu/acadaffairs/Research-GradEd/showcase.html>

What kinds of research projects are we going to develop in this class?

In terms of current technology, which is one of our three pillars of focus in this class, mobile technology is emerging as a major society-changing force that needs more attention. Therefore, our projects somehow will involve mobile technology ***in the realms of social justice (finding ways to give voices/power back to the disenfranchised), interactive narrative on campus, community building on campus or improving campus communication.***

After determining the goal and focus of your team's project, and the research question, the first significant deadline to meet is:

[] **The abstract submission, 5 p.m. March 1.** This abstract will be developed during class in late February, and it is essential to shaping the project. If you miss this deadline, you group will not be able to participate in the showcase or earn extra credit points on this assignment.

Other critical benchmarks to reach:

[] **Create a detailed project proposal plan (25 points, due March 10, email to brett.oppegaard@gmail.com by 9 a.m. March 10, so I can review those and offer feedback that night in class)**

To earn those initial 25 points, that plan should communicate in detail what you plan to do, how you plan to do it, including individual responsibilities, what the deliverables will be and when those will be delivered and by whom, in concrete and specific terms. It also will be a way to track what you have done. ***The draft must be approved by the course instructor before beginning the research on the actual project. After the completion of the project, an updated and final version of the plan also will be submitted.*** I suggest using a communal writing system (such as Google Docs) to avoid bottlenecks on this process and keep this document updated and comprehensive.

The proposal plan (**1,000 words minimum**) should include:

- A detailed description of the project, which should fit somewhere ***in the realms of social justice, interactive narrative on campus, community building on campus or improving campus communication,*** with at least one example (but two would be better) of similar projects elsewhere that

you will use as a guide to replicate and build upon. This section should reflect on the Hughes & Hayhoe model (pp. 115-131 of the course pack) and class discussions about research, including quickly clarifying the research question, mentioning main points of the literature review and describing methods, including how the data will be analyzed. **(10 points)**

- A **gathering the resources section**. A description of the specific technology to be used, including software and hardware requirements and limitations. A list of roles for the group, essentially who is doing what (this can be altered as you go and needs arise) and a list of tasks that need to be accomplished (this will grow as you develop the project, but keep track of all of the things it took to get this project done; just keep adding to the list; use this as a note-keeping journal of what you needed to do, what didn't need to be done, etc., so future researchers could follow in your footsteps) **(10 points)**

- A **project timeline**, stating when deliverables will be completed and by whom (keep track of how long each step takes (calculate hours, if you can), plus who is getting work done on time, or not, and how that affects the flow of the project). Again, it is more important here to look at the way the timeline ebbs and flows than miscalculations on deadlines. Please be as transparent and descriptive as possible. **(5 points)**

To earn the **200 points for the Research Showcase project (due April 7)**, you will need to:

[] Submit, to brett.oppegaard@gmail.com, as a group the **updated and finished project plan** that reflects in depth on the processes and progress mentioned above in each category, since the initial document **(25 points)**.

[] Deliver the **mobile project** as designed **(50 points)**: Follows plan precisely; achieves goals and deliverables.

[] Poster presentation of the project **(75 points)**: Building off the Hughes & Hayhoe model and following the Judging Criteria of the WSUV Research Showcase, this visual display (created within the specifications of the WSUV Research Showcase) should expand on the work of your project plan and present a solid statement of the research problem, reference a brief review of literature and deliver a description of the methodology and an analysis of the data and conclusions. Essentially, this is the poster version of what an academic paper about this study would be. Being ready for the judge's interview is part of the preparation for this. Bring this poster to class on April 7.

[] Like with the Life Map exercise, each team member will fill out a feedback form about each of the other people in the group (using the form posted on the class blog), giving your teammates insights into their behaviors from another perspective. The professor will observe and interact during group work sessions, and the final product will demonstrate to some degree how functional the group operated. All together, that will account for a **quality of participation score (25 points)**.

[] **Mobile project reflection (25 points)**; A 1,000-word written reflection, submitted to brett.oppegaard@gmail.com, on your involvement in the mobile project, what you learned, what surprised you, what questions were raised for future study, how you feel you performed in this group, what connections you made to readings and lectures, etc.

Project manager leads the team (and presents the project to the rest of the class): **10 extra credit points**

Contributing to a high-quality presentation at the WSU Vancouver Research Showcase, including creating a superb display of your research, wearing appropriate attire, being prepared to talk knowledgeably about the project and having complete team coverage of your table at the event, including at least two hours of stewardship for each group member: **50 extra credit points**.