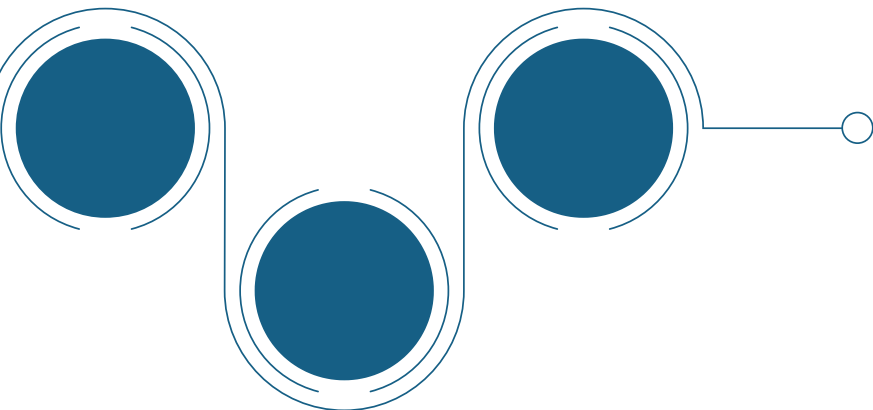




**Procedure for Selecting the
Distinguished Research Paper
Award and Distinguished Paper
on the Service-Learning
Practice Award at the EASLHE
conference**





Purpose

These awards recognise outstanding contributions to the field of Service-Learning (SL) presented at the conference.

The awards aim to promote:

- Scholarly excellence in SL research
- Innovation and impact in SL practice
- Strong integration of civic, pedagogical, and community dimensions
- High-quality academic presentation and dialogue

Since full papers are not available, evaluation is based on submitted abstracts and conference presentations.

Award Categories

Distinguished Research Award

For outstanding research contributing to service-learning theory, methodology, or empirical knowledge.

Distinguished Service-Learning Practice Award

For outstanding innovative practice with demonstrated pedagogical and/or community impact.

Special Distinction for Thematic Contribution

This distinction is awarded to the contribution that most strongly engages with and reflects the current conference theme. As EASLHE Conferences welcome a wide range of topics, this award aims to encourage participants to intentionally connect their work to the central theme and generate deeper insights, particularly regarding democratic culture.

Eligibility

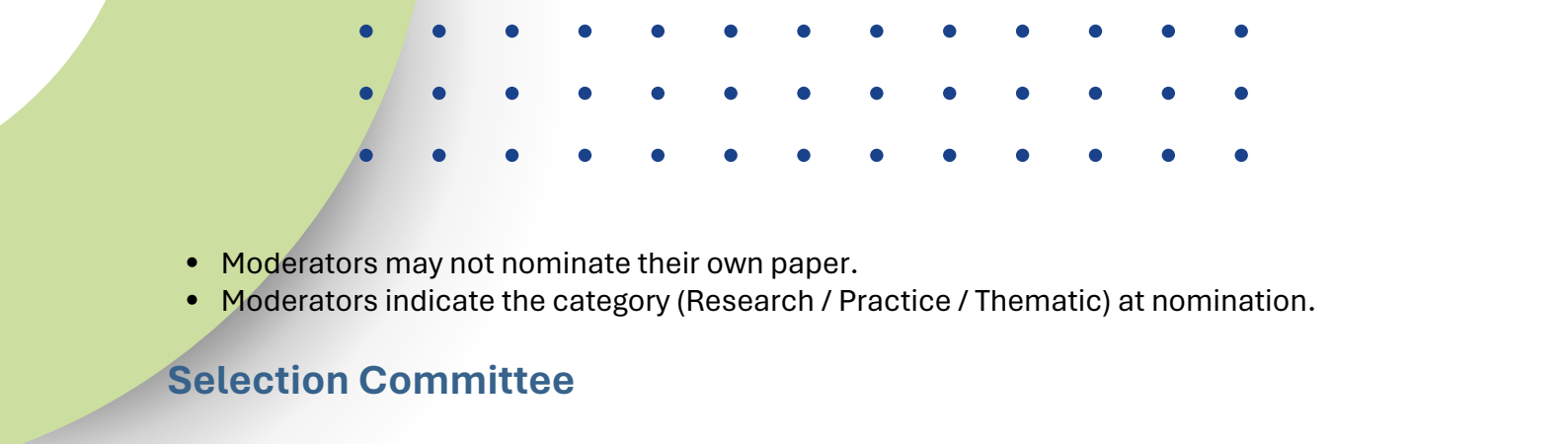
The paper must be accepted and presented in person at the conference. Only papers nominated through the official nomination process are eligible.

Evaluation is based on:

- The submitted abstract
- The quality of the oral presentation

Nomination Process

- Session moderators/chairs may nominate up to one paper per session per category.
- Nomination is optional.

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- Moderators may not nominate their own paper.
 - Moderators indicate the category (Research / Practice / Thematic) at nomination.

Selection Committee

The Selection Committee consists of:

Members of the relevant EASLHE RESEARCH WG and members of the conference organising or academic committee with expertise in Service-Learning, and at least one person from the local organising institution.

The committee should reflect:

- Disciplinary diversity
- Methodological diversity
- Balance of research and practice expertise
- Representation of different institutional and national contexts

Members must declare conflicts of interest and abstain from reviewing relevant abstracts.

Review Structure

The selection follows a three-component evaluation structure:

- Distributed abstract review (committee)
- Moderator scoring of presentation quality
- Final committee evaluation of shortlisted candidates

PART I – ABSTRACT EVALUATION

First-Round Review (Distributed Abstract Review)

- Each nominated abstract is assigned to two committee members.
- Reviewers independently score assigned abstracts.
- The review is based only on information provided in the abstract.

Evaluation Criteria – Distinguished Research Paper

Abstracts are evaluated using a standardised scoring form (0–5 per criterion):

- Originality and relevance to Service-Learning scholarship
- Clarity of research aim/question
- Methodological clarity and appropriateness
- Engagement with Service-Learning theory and/or literature
- Contribution to advancing knowledge in SL
- Clarity, coherence, and academic quality of writing

Evaluation Criteria – Distinguished Paper on Service-Learning Practice

Abstracts are evaluated using a standardised scoring form (0–5 per criterion):

- Innovation in Service-Learning design or implementation
- Integration of academic learning and civic/community engagement
- Evidence or indicators of impact (students, community, institution)
- Reflection and critical awareness (challenges, reciprocity, ethics, power dynamics)
- Transferability or broader relevance
- Clarity and coherence of presentation in the abstract

Weighting of Abstract Evaluation

Abstract evaluation represents 70% of the total score.

PART II – MODERATOR EVALUATION OF PRESENTATION

Moderator Scoring of Presentation Quality

The session moderator evaluates the nominated presentation using a short scoring form (0–5 per criterion):

- Clarity and structure of oral presentation
- Alignment between abstract and presented content
- Engagement with the audience
- Ability to respond to questions and stimulate discussion
- Overall scholarly/professional quality

The moderator submits scores within 1 hour after the session.

Weighting of Presentation Evaluation

The moderator evaluation accounts for 30% of the total score.

This ensures that:

Strong conceptual abstracts are recognised

High-quality scholarly communication and dialogue are also valued

PART III – SHORTLISTING AND FINAL DECISION

Shortlisting

- Abstract scores (committee) are aggregated.
- Presentation scores (moderator) are added.
- The top 3–5 papers per category are shortlisted.

Final Committee Review

For shortlisted candidates:

All committee members review:

- The abstract
- The aggregated scores
- Moderator evaluation

Members may:

- Re-rank shortlisted candidates
- Discuss qualitative strengths

Final Decision

The winner in each category is selected based on:

- Aggregated weighted score (abstract + presentation)
- Committee deliberation

In case of very close results, the committee may:

- Award Honourable Mention(s)
- Declare joint winners (if justified)

Transparency and Field-Specific Considerations

Given the Service-Learning focus of the conference, evaluators are encouraged to consider:

- Ethical and reciprocal partnerships
- Civic and democratic dimensions
- Critical reflection and social impact
- Sustainability of practice
- The balance between academic rigour and community relevance

The award recognises excellence in conceptualisation, contribution to the service-learning field, and scholarly communication — not peer-reviewed publication status.