

Guidelines for judgement of ESER proposals

These guidelines will be used by reviewers when reading proposals made by everyone wishing to present their work in ECER Network 30: Environmental and Sustainability Education Research (ESER).

Research Questions or Focus of Enquiry

- relevance to the aims and scope of ESER
- appropriateness of subject matter and approach
- originality in relation to existent related research (problems, substantive ideas, approach, techniques, theoretical or conceptual framework)
- contribution to research and to practice
- promise to stimulate further research and development
- informative: sufficiently detailed to help participants choose sessions to attend

Awareness of Previous Work and Own Contributions

- literature review engaging with an adequately rich background of theory and research
- awareness of work that is methodologically related
- sufficient use of appropriate references

Analytical / Theoretical Frame

- framework is appropriately described
- framework fits problems and research questions

Coherence in Argumentation and Methodology

- satisfactory structure and logical organisation of proposal
- clear statement of purpose, conceptual rationale and research questions
- quality of research design, appropriateness of methodology
- theory/data likely give enough support to conclusions and claims
- adequate description of analysis, expected results and findings, and their implications and significance
- reflecting on strengths and limitations of approach
- accounting for ethical concerns

European Perspective

- understandable language: enabling dialogue among countries, constituencies, intellectual and educational traditions
- appropriate level of accessibility given the nature of the study and the ESER audience

Adapted from: Quality Criteria for the Assessment of Education Research in Different Contexts. Teaching and Learning Research Briefing, September 2009, Number 80.