

IDEC Reviewer Training Video: Highlights

- Joan Dickinson, IDEC Director of Scholarship (jdickins@radford.edu)
 - Amanda Gale, IDEC Abstract Review Coordinator (agale@uncg.edu)
 - Emails notification of review assignments and deadline reminders
- * contact Joan or Amanda with questions regarding abstract content *
- Cynthia Garcia, IDEC Member Services Manager (cgarcia@idec.org)
 - Emails information for log-in / password (different from submissions)
 - Contact person for access to abstracts for review, recusals (see below), and disqualifying (ALWAYS INCLUDE ABSTRACT #)

Key Dates

- Sept 21 – email notification from Omni/IDEC with review assignments (10 – 15 abstracts)
- November 9 – all reviews should be completed
 - 2 reminder emails (2 weeks and 1 week prior to deadline)

Reasons for Recusal

- * Contact Cynthia BEFORE selecting “recuse” – always include abstract number *
- If it is an abstract you saw at Regional (abstract will be disqualified)
 - If the abstract has been submitted in 2 categories (abstract will be disqualified)
 - If you know the author based on abstract (abstract will be reassigned)

Review Process

* remember that abstract can be no more than 4,000 characters (500 words) and up to 5 references

1. Check abstract, appendix and file name for **Identifying Information** (author name or university)
 - If found, DO NOT RECUSE, email Cynthia (include abstract number)
 2. Score using Rubric (revised for both SoTL and SoDR)
 - abstract may enhance some of these sections – consider when reviewing
- SoTL
- Relevance
 - Is the issue/topic timely, current, significant, and important to the field / education of Interior Design / Interior Architecture
 - Does not need to tie into conference theme to be relevant
 - Issue / Problem
 - Did writer rationalized / justified the teaching issue / problem? (purpose / goals statement)
 - Context
 - Necessary background information to set up the scholarship (i.e. precedents)
 - Typically lack of references or citations indicates lack of context
 - Methods
 - Strategies used are clear enough for replication (instructions / blueprint)
 - Outcomes
 - Ties back to purpose / goal of teaching scholarship, instructional methods, and context cited (not purely anecdotal)
 - Significance
 - “so what, why does it matter?” (originality, creativity, enhances student learning)

SoDR

- Relevance (see SoTL)
- Problem
 - Objectives, research questions, or purpose - rationalizes and justifies problem
- Context
 - Identifies gaps in literature and body of research
 - Persuasive argument as to why the study is important to field / education of interior design
 - Uses current references

- Methods of Investigation
 - Should be detailed enough for replication, but must be able to be clearly evaluated to determine whether findings are accurate (blueprint of the study)
- Outcomes
 - Report of findings / results
- Significance
 - Does study advance body of knowledge or further the field / education of interior design?
 - Should relate back to literature review / context section

3. Reviewer Comments

- Even if they seem obvious, are critical to help author improve abstract
- Could be a prompt (i.e. insufficient information) or identify areas for improvement

4. "Accept" or "Reject" (New Component)

- After reading everything, checking for identifying information and completing rubric, select one based on opinion of whether abstract should be presented or not