



David A. Wilson
Award for Excellence in
Teaching and Learning

2007–2018

History and Changes

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I. Historical Background

The David A. Wilson Award for Excellence in Teaching and Learning was created in 2007 by Doug Becker, founder, chairman, and chief executive officer of Laureate Education, Inc. The award was named in honor of Dr. David A. Wilson, a former member of Laureate's Board of Directors, who has a lifelong commitment to education.

The initial purpose of the award was to recognize the trajectory of faculty members in the field of excellence and innovation in higher education teaching and learning by conferring an award in the form of a research grant. Starting with the 2017–2018 cycle, the award has an additional purpose: to provide the recognized faculty member an opportunity to mentor a less experienced faculty member socializing him/her into academic culture; supporting the advancement of his/her teaching, research, and/or service skills; and facilitating the growth of future research leaders at institutions that are part of the Laureate network.

II. Biography of Dr. David A. Wilson

Dr. David A. Wilson has an outstanding professional history. From 1978 to 1994, Dr. Wilson worked at Ernst & Young, LLP, initially as audit principal and partner and later as the managing partner and national director for professional development.

During the 1970s he served as a faculty member at different higher education institutions: at Queen's University, Canada, between 1968 and 1970; at the University of Illinois at Urbana-Champaign from 1970 to 1972; at the University of Texas between 1972 and 1978; and at Harvard University's Graduate School of Business during 1976 and 1977.

In the 1990s and the following decade, he held important leadership positions. Between 1995 and 2013, he was the chief executive officer and president at the Graduate Management Admission Council. From 2002 to 2007, Dr. Wilson chaired the Laureate Audit Committee. In 2009 and 2010, he served as a director at Terra Industries, Inc., and from 2010 to 2015 as a director of Barnes & Noble Education, Inc., lead director of CoreSite Realty Corporation, and as chair of each company's Audit Committee.



Additionally, Dr. Wilson has served on the *Conseil d'Administration de la Confrérie de la Chaîne des Rôtisseurs* (Paris), the boards of the Wolf Trap Foundation and the Atlantic Council, and as trustee of the National Symphony. He is currently a trustee of Johnson & Wales University. He is also a Fellow Chartered Accountant in Canada and a certified public accountant in the United States. Dr. Wilson holds a Bachelor of Commerce degree from Queen's University, Canada; an MBA from the University of California, Berkeley; and a PhD in accounting, finance, and economics from the University of Illinois. He was awarded an Honorary Doctorate in oenology from Johnson & Wales University.

III. Changes to the Wilson Award

During its first 10 years, the Wilson Award focused on recognizing the trajectory of faculty members who had demonstrated their commitment to excellence and innovation in higher education teaching

and learning. The award conferred funding to selected researchers so they could continue developing their work in that field. Since the award was conceived as a highly competitive one with which few could be honored, each institution could nominate a single applicant, and only two awards per year were offered.

After the first 10 years, there was enough experience and evidence to evaluate the way in which the award worked and the results it had generated. As a consequence, in March 2017 the Global Selection Committee met to discuss ways in which the award could deepen its commitment to higher education teaching and learning. On September 1, 2017, institutions received an updated request for proposals, which was the result of the committee members' dialogue and agreements. Table 1 below presents a summary of the main changes that the 2017 Request for Proposals included and the rationale behind each change:

Table 1. Changes to the Wilson Award

Aspect	Rationale for the Change
Purpose	The award keeps its original purpose: to recognize the trajectory of faculty members in the field of excellence and innovation in higher education teaching and learning by conferring an award in the form of a research grant. However, a second purpose has been added related to research capacity building. The award now also provides an opportunity for the recognized faculty member to guide a less experienced faculty member in academic culture, supporting the advancement of his/her teaching, research, and/or service skills, thus facilitating the growth of future research leaders at institutions that are part of the Laureate network.
Scope	The award scope will be organized by topics to better define the research areas that it funds.
Applicant eligibility	Applicants must apply in pairs and show a difference in career track to prompt researchers with longer trajectory to share their expertise with less experienced researchers, using the award as an opportunity to build research capacity (mentorship).
Mentorship	Applications must include a mentoring plan, offering experienced researchers an opportunity to learn/expand mentoring skills and less experienced researchers an opportunity to develop their research capacity.
Institution's selection of applicants	Institutions will be able to send more applications to broaden the opportunities for more researchers to obtain the award.
Award amount & adjudication	The Global Selection Committee will confer four awards of \$25,000 USD. The adjustment in the amount awarded is based on past winners' experiences and actual resource usage, and to assure that research is developed in the four topics of the award.
Minimum expected outcomes	The request for proposals explicitly states minimum expected outcomes to assure the production of research results. This supports individual and institutional research development and improved reputation and visibility in the research community.

IV. Award Scope

To better define the Wilson Award research funding areas of interest, the scope of the award for the 2017–2018 cycle has been organized into four topics: student, faculty, curriculum, and technology. Table 2 gives an overview of these topics and the suggested subtopics. However, these subtopics are for guidance only, with the topic areas being open to interpretation by the applicants.

Table 2. Wilson Award Scope

Topics	Examples of Subtopics
Student	<ul style="list-style-type: none"> Student engagement Student learning internationalization Student success Student learning outcomes Learning analytics Learner choice and flexibility
Faculty	<ul style="list-style-type: none"> Faculty global engagement Faculty development Scholarship for teaching and learning Evidence-based teaching Student-faculty partnership Online teaching
Curriculum	<ul style="list-style-type: none"> Multicultural curriculum Information literacy Lifelong learning Academic transformation Social change curriculum alignment Links between tertiary education and the workplace
Technology	<ul style="list-style-type: none"> Virtual/augmented/mixed reality Artificial intelligence Gaming and simulation Adaptive learning Digital literacy Social media in teaching and learning

V. Award Eligibility

a) Award Eligibility 2007–2017

Between 2007 and 2017, in order to apply for the Wilson Award, applicants needed to comply with the following conditions:

- Maintain a status of "continuity and commitment" with their university, which can be defined in one of the following ways:
 - Have held full-time faculty status for a minimum of 2 years prior to the date of application
 - Be a full-time administrator who has also taught for a minimum of 2 years prior to the date of application (Rectors, vice rectors, and deans with high administrative responsibilities requiring full-time dedication are not eligible to apply.)
 - Have taught as a part-time or adjunct faculty in the same subject for a minimum of three years

- Participate in webinars or tutorials to become familiar with educational research, scholarly publishing, and the David A. Wilson Award
- Declare a primary institutional affiliation if teaching at more than one institution of the network (appointment must be confirmed by the institution's leadership)
- Demonstrate a track record/commitment to excellence in teaching and learning.
- Show outstanding success with students and professional respect of peers.

Collaborative projects that involve researchers from more than one network institution are strongly encouraged.

Past awardees are eligible to participate again, provided they have successfully completed their first research proposal. Successful completion will be based on the deliverables and learnings from the research they conducted.

b) Award Eligibility as of 2018

The newly formed 2018 guidelines ensure that applications must include a research project as well as a mentoring plan. Therefore, the award eligibility has been modified as follows:

- Applicants must apply in pairs: two principal investigators who differ in research trajectory length (one is more experienced than the other). Researchers may be from the same or different institutions.
- Researchers must show their difference in trajectory by reporting: year in which highest degree was awarded, number of publications, number of research projects funded, number of times holding an advisory role with students (dissertation advisor, thesis mentor, etc.).
- Applicants must demonstrate a status of "continuity and commitment" with their university, which can be evidenced in one of the following ways:
 - Have held full-time faculty status for a minimum of one year prior to the date of application
 - Be a full-time administrator who has also taught for a minimum of 1 year prior to the date of application (Rectors, vice rectors, and deans with high administrative responsibilities requiring full-time dedication are not eligible to apply.)
 - Have taught as a part-time or adjunct faculty in the same subject for a minimum of one year

Past awardees are not eligible to participate again.

VI. Award Application Process

In order to apply for the Wilson Award, applicants must first undergo an internal application process conducted by the institution where they work. Each institution decides how to carry out this activity and selects the applicants that will finally enter the global competition.

From 2007 to 2017, the Global Selection Committee accepted up to two applications per institution. As of 2018 the committee will accept up to three, in order to broaden the opportunities for more researchers to obtain the award.

Up to the 2016–2017 cycle, applicants submitted the documents identified in Table 3:

Table 3. 2007–2017: Application Materials to Be Sent to Global Selection Committee

Section	Section Details
I. Applicant information	Contact information Academic/professional qualifications
II. Proposed research project information	Project title Abstract Literature discussion Hypothesis/research question Objectives Timeline Methodology & data analytic procedures Process for verifying results Plans for application of research results Potential for replication Dissemination plan Detailed budget
III. References/evidence of outstanding student success, professional respect of peers & commitment to teaching & learning	Awards/honors Results from past 2 years' student evaluations (highest ranking of student evaluations, # of semesters received), indicating gradation of rankings institution uses for its evaluations.
IV. Applicant's resume	
V. Letter of institutional support	

To reflect the award changes and optimize the application and evaluation process, the following modifications were made for 2017–2018:

Table 4. Application Materials to Be Sent to Global Selection Committee (as of 2018)

Section	Section Details
I. Proposed study cover page	Name of PI* and co-PI Title of proposed study, award topic, and subtopic being examined PI and co-PI institutional affiliation PI & co-PI mentorship role (mentor & mentee) Dollar amount requested to support the proposed research and mentorship PI and co-PI contact information (address, phone, and e-mail)
II. Research study abstract	
III. Research study description	Background and problem statement Research questions/hypotheses, purpose of the study, and objectives Research methodology (research design, population, research participants, sampling, data collection instruments & data analysis) Timetable for accomplishing goals
IV. Mentoring plan description	Goals of the mentoring relationship Outcomes to be completed by the mentee Mentoring topics and activities Annual Gantt chart (distribution of tasks and outcomes)
V. Contribution to higher education teaching and learning next standards	
VI. Replication	
VII. Budgets	Costs (research proposal & mentorship) Justification Other sources of current funding
VIII. Curriculum vitae	Mentor & mentee

*Principal investigator

The 2018 Request for Proposals includes a section called “Terms” (Figure 1), which describes the legal conditions mandated by the acceptance of the award.

Terms

Acceptance or rejection of any proposal submitted shall be at the discretion of Laureate Education, Inc. (Laureate) and this Request for Proposal (RFP) does not constitute an offer by Laureate to enter into a contract with any person or company. Proposals submitted under this RFP are submitted at the submitter’s risk and expense. Laureate may request additional information before and after the due date of this RFP and reserves the right to negotiate with respondents and/or update this RFP with additions/deletions/clarifications to all or less than all of any respondents. Execution of Laureate’s standard-form award acceptance agreement by an award recipient is required for the receipt of an award.

Figure 1. Terms included in the Wilson Award Request for Proposals, 11th edition.

VII. Award Selection Process

Up to the 2016–2017 cycle, once applications were received from institutions across the network, these were reviewed and scored by the Global Selection Committee on a 100 point scale, which included two separate sets of criteria: one for evaluating the principal investigator’s profile and one for evaluating the research proposal. The profile scoring was 40% of the total score, and the research proposal scoring was 60%.

The committee members’ scores were tallied to obtain the final score for each application, and final scores were moderated and thoroughly discussed by the committee. A final shortlist was drawn up, and once full agreement was reached by all committee members, the new awardees were determined. Winners were notified about the award via email.

The award selection process remains the same in 2018. However, the evaluation system and criteria used are modified, based on the changes to the award.

VIII. Global Selection Committee

The selection process of the final awardees has been accomplished by the Global Selection Committee. This committee comprises a group of senior leaders working in different areas and regions across the Laureate network. Tables 5–8 display current and historic details of the committee and Table 9 the Wilson Award management:

Table 5. Global Selection Committee Members: 2007–2014

Name	Position
Águeda Benito	Rector, Universidad Europea Madrid ¹
Manuel Krauskopf (Chair)	Vice President Academic Affairs Research & Development, Andean Region, Laureate Education
César Morales	Rector, Universidad del Valle de México, México
German Ramírez	President, Network Products and Services, Laureate Education
Juan Salcedo	Academic Vice President & International Rector, Laureate Education (2007–2010)
	Chief Academic Officer Europe, Laureate Education (2010–2013)
Susan Saxton	Chief Strategy Officer Global Products & Services, Laureate Education

Table 6. Global Selection Committee Members: 2015

Name	Position
Águeda Benito	Rector, Universidad Europea Madrid
Denise Dezolt	Senior Vice President, Academic Quality & Accreditation, Laureate Network Office
Bernardo González-Aréchiga	Rector, Universidad del Valle de México, México
Manuel Krauskopf (Chair)	Member of the Board of Directors, Universidad Andrés Bello, Chile
German Ramírez	Chief Academic Officer Europe, Laureate Education

¹ In the 2007–2014 period, Dr. Benito participated only during 2013 and 2014.

Table 7. Global Selection Committee Members: 2016

Name	Position
Águeda Benito	Provost, Kendall College
Sergio Calvo	Vice Rector for Teaching & Research Support; Director of the School of Doctoral Studies & Research, Universidad Europea, Spain
Simón Cueva	Academic Director, Latin America, Laureate Education
Denise Dezolt	Senior Vice President, Academic Quality & Accreditation, Laureate Network Office
Bernardo González-Aréchiga	Rector, Universidad del Valle de México, México
Manuel Krauskopf (Chair)	Member of the Board of Directors, Universidad Andrés Bello, Chile
German Ramírez	Chief Academic Officer Europe, Laureate Education
Eric Riedel	Provost and Chief Academic Officer, Walden University

Table 8. Global Selection Committee Members: 2017–Present

Name	Position
Sergio Calvo	Vice Rector for Teaching & Research Support; Director of the School of Doctoral Studies & Research, Universidad Europea, Spain
Simón Cueva	Academic Executive Director, Academic Quality and Continuous Improvement, Laureate Office of Learning and Innovation
Michael Grimley	Dean of the School of Education, Torrens University Australia
Eric Riedel	Provost and Chief Academic Officer, Walden University

Table 9. Wilson Award Management

Name	Position	Period
Katherine Zuga	Community Outreach Manager, Laureate Education	2007–2012
Craig Lundsten	Executive Director, Academic Quality & Accreditation, Laureate Network Office	2013–2017
Viviana Unda	Executive Director for Research, Academic Accreditation & Compliance, Laureate Office of Learning and Innovation	2018–present

IX. Award Agreement and Disbursement of Funds

As of 2014, an agreement must be signed by the parties involved in the award (awardee, a representative of his/her home institution, and a Laureate officer). The agreement is a legal document describing the relationship between the parties, the effective date of the award, its terms (including intellectual property), the award period, and the awardee's and institution's responsibilities. Based on learnings experienced throughout the years, the Laureate legal team has made changes to the agreement to better respond to the award purposes.

Once the award agreement has been signed by all parties, the funds disbursement process takes place. Laureate Education, Inc. transfers the resources to the awardee's institution. The institution facilitates the receipt and distribution of the award funds to the awardee, so he/she can successfully develop his/her research project.

X. Award Tracking and Close-Out Process

Throughout the existence of the award, the award management team has progressively improved the tracking and close-out process. As stated in the award agreement, the award period lasts 2 years and awardees must submit progress reports every 6 months including key deliverables, publications, conference presentations, other research results, and a summary of expenses. As of 2017, all research projects that are in progress must also submit a final report that includes a study overview, activities and results, findings, their significance and impact, publications, conference presentations, other research results, and the final summary of expenses.

XI. 2008–2017 Awardees, Research Projects, and Funds Invested

In its 10 years of existence, the Wilson Award has funded 18 research projects led by researchers across the network, totaling \$900,000 USD (50,000 USD per project). Table 10 presents the awardees, the year the award was conferred, their home institutions, and the titles of their research projects.

Table 10. 2008–2017 Awardees and Research Projects

Awardee	Award Year	Institution	Research Project Title
Zarina Charlesworth	2008	Glion Institute of Higher Education	Teaching Strategies for Hospitality Educators in the International Classroom
Carlos Enrique López	2008	Universidad del Valle de México	Innovative Methodologies of Mental, Motivational, and Attitudinal Construction Through a Model of Significant Learning
Oscar Filho	2009	Universidade Potiguar	Use of Artificial Intelligence to Assess Performance in Distance Learning Environment
Lea Sulmont	2009	Universidad Peruana de Ciencias Aplicadas	Development of an Online Platform for Students to Share Entrepreneurial Experiences
Pedro Lara	2010	Universidad Europea de Madrid	Creation of a University-Based Social Networking System to Improve Students' Learning
Iris Yob	2010	Walden University	Factors Predicting Faculty Assessments of Doctoral Studies of Independent Students
Gary Burkholder	2011	Walden University	Promotion and Assessment of Student Engagement and Higher Order Thinking in the Online Discussion Forum
Andrés Meza	2011	Universidad Andrés Bello	Development of Active Learning Methods for an Introductory Physics Course
Emmanuel López	2012	Universidad del Valle de México	Academic Coaching and Decision-Making Based on Artificial Intelligence Technology
Annamaria Szilágyi	2012	University of Liverpool Online	Cultural Factors and Student Retention in International Online Postgraduate Programs
Pascale Hardy	2013	University of Liverpool Online	Knowledge Creation and Transfer in the Workplace: An Empirical Assessment Within an Online Action Learning Environment

Awardee	Award Year	Institution		Research Project Title
Evelyn Johnson	2013	Walden University		Enhancing an Online Quantitative Research Course Through Increased Interaction
Birgit Strotmann / Victoria Bamond ²	2014	Universidad de Madrid	Europea	Content and Language Integrated Learning (CLIL)
José Martí-Parreño	2015	Universidad de Valencia	Europea	Gamification and Education Innovation: The Role of Emotions and Technology in Higher Education Learning Programs
Dimitrios Vlachopoulos	2015	European Cyprus	University	E-learning Quality Assurance Design Standards in Higher Education (e-QADeSHE): A Case Study at the Laureate International Universities Network
Verónica Baena Graciá	2016	Universidad de Madrid	Europea	Experiential Learning and Internationality Through Virtual Communities of Practice: Applied Research to Laureate International Universities Academic Vision
Morag Gray	2016	University of Liverpool Online		Promoting the Effective Use of Learning Teams in Disparate Virtual Postgraduate Communities Across the Laureate Network: Pedagogy and Practice Examined
Vicente Javier Clemente Suárez	2017	Universidad de Madrid	Europea	Improvement of Teaching Programs Through the Use of Autonomic Modulation Analysis Devices in Simulation Courses

XII. Research Results: Publications

Wilson awardees have produced in total 28 publications (five of these are indexed in Scopus, the largest database of peer-reviewed literature and one of the most reputable journal indexes). Table 11 presents details for each publication.

² Victoria Bamond took over the project in 2017 as Birgit Strotmann was no longer working at Universidad Europea de Madrid.

Table 11. 2008–2017 Awardees' Publications

Awardee	Publication Information
Pedro Lara	<p>Lara Bercial, P. J., Escribano Otero, J. J., Santiago Gómez, G., & Hernández Gallardo, A. (2011). Socialización del campus virtual: RedUEM, un proyecto de red social de ámbito universitario [Socialization of the virtual campus: RedUEM, a university network social project]. In A. F. Blanco, M.L. Sein-Echaluce Lacleta (Eds.), <i>I congreso internacional sobre aprendizaje, innovación y competitividad (CINAIC 2011)</i>. V libertad: La libre circulación del pensamiento (88–92). Madrid, Spain: Universidad Politécnica de Madrid.</p> <p>Escribano Otero, J. J., Santiago Gómez, G., Hernández Gallardo, A., & Lara Bercial, P. J. (2012). Campus social: Un camino emprendido [Social campus: A path undertaken]. In A. I. Moro & C. S. G. González (Eds.), <i>III jornadas internacionales de campus virtuales</i> (61–64). Oviedo, Spain: Servicio de Publicaciones de la Universidad de Oviedo.</p>
Iris Yob	<p>Yob, I. M., & Ferraro, A. (2013). Political engagement in higher education curricula. <i>Journal of Social Change</i>, 5(1), 1–10. https://doi.org/10.5590/JOSC.2013.05.1.01</p>
Gary Burkholder	<p>Schindler, L. A., & Burkholder, G. J. (2014). Instructional design and facilitation approaches that promote critical thinking in asynchronous online discussions: A review of the literature. <i>Higher Learning Research Communications</i>, 4(4), 11–29. http://dx.doi.org/10.18870/hlrc.v4i4.222</p> <p>Pentaraski, A., & Burkholder, G. J. (2017). Emerging evidence regarding the roles of emotional, behavioural, and cognitive aspects of student engagement in the online classroom. <i>European Journal of Open, Distance and E-Learning</i>, 20(1), 1–21.</p> <p>Schindler, L. A., Burkholder, G. J., Morad, O. A., & Marsh, C. (2017). Computer-based technology and student engagement: A critical review of the literature. <i>International Journal of Educational Technology in Higher Education</i>, 14(25), 1–28. https://doi.org/10.1186/s41239-017-0063-0</p>
Emmanuel López	<p>De Obeso-Orendain, A., López-Neri, E., & Donneaud-Bechelani, C. (2013). <i>The role of the data scientist within smart cities</i> [White paper]. Retrieved December 8, 2017, from IEEE Smart Cities: https://smartcities.ieee.org/images/files/pdf/dav_datascientist_v12_final_tjceln.pdf</p> <p>De Obeso-Orendain, A., López-Neri, E., Domínguez, J., & Gutiérrez-García, J. O. (2013). <i>Smart people: Enhancing CCD citizens' engagement through data utilization</i> [White paper]. Retrieved October 26, 2017, from IEEE Smart Cities website: https://smartcities.ieee.org/articles-publications/whitepapers.html</p>
Annamaria Szilágyi	<p>Szilágyi, A. (2013). "Can school actually be more difficult than this?" Perceptions of Nigerian students on how to succeed in online international postgraduate programmes. In A. Szucs & M. F. Paulsen. <i>The Joy of Learning – Enhancing Learning Experience, Improving Learning Quality</i> (520–526). Budapest, Hungary: European Distance and E-Learning Network.</p> <p>Szilágyi, A. (2013). Nigeria and the cultures of respect: Cultural identity and meaning construction in online international and multicultural classroom. <i>International Journal of Arts & Sciences</i>, 6(1), 589–618.</p> <p>Szilágyi, A. (2013). Nigerian students' perceptions and cultural meaning construction regarding academic integrity in the online international classroom. <i>BAM 2013: Managing to make a difference</i> (1–19). Liverpool, England: British Academy of Management.</p>

Awardee	Publication Information
	<p>Szilágyi, A. (2014). Nigerian students' perceptions and cultural meaning construction regarding academic integrity in the online international classroom. <i>European Journal of Open, Distance and E-Learning</i>, 17(1), 172–189.</p> <p>Szilágyi, A. (2015). "I am different from other women in the world": The experiences of Saudi Arabian women studying online in international master programmes. <i>European Journal of Open, Distance and e-Learning</i> 18(1), 85–98. https://doi.org/10.1515/eurodl-2015-0006</p> <p>Szilágyi, A. (2015). "I am different from other women in the world": The Experiences of Saudi Arabian women studying online in international master programmes [Republished]. <i>International Women Online Journal of Distance Education</i>, 4(3), 56–71. Retrieved from http://dergipark.ulakbim.gov.tr/intwojde/article/view/5000149395</p>
<p>Birgit Strotmann / Victoria Bamond</p>	<p>Bamond, V., Strotmann, B., López Lago, J. M., Bailen, M., Bonilla, S., & Montesinos, F. (2013). Improving bilingual higher education: Training university professors in content and language integrated learning. <i>Educar para Transformar: X Jornadas Internacionales de Innovación Universitaria. Universidad Europea</i> (1018–1025). Madrid, Spain: Universidad Europea de Madrid.</p> <p>Strotmann, B., Bamond, V., López Lago, J. M., Bailen, M., Bonilla, S., & Montesinos, F. (2014). Improving bilingual higher education: Training university professors in content and language integrated learning. <i>Higher Learning Research Communication</i>, 4(1), 91–97. http://dx.doi.org/10.18870/hlrc.v4i1.198</p> <p>Bamond, V., & Strotmann, B. (2015). Book overview and Q&A with David Marsh, Víctor Pavón-Vázquez, and María Jesús Frigols-Martín: Review of the book <i>The Higher Education Language Landscape: Ensuring Quality in English Language Degree Programmes.</i> <i>Higher Learning Research Communication</i>, 5(1), 4–10. https://doi.org/10.18870/hlrc.v5i1.241</p> <p>Bamond Lozano, V. M., & Strotmann, B. (2015). Internationalizing higher education: Language matters. <i>Tesol Quarterly</i>, 49(4), 847–857. https://doi.org/10.1002/tesq.251</p>
<p>José Martí-Parreño</p>	<p>Galbis-Córdova, A., Queiro-Ameijeiras, C., Sánchez-Mena, A., Martí-Parreño, J., & Álvarez-Jareño, J. A. (2016). Factors contributing student teachers' satisfaction with gamification. In L. Gómez Chova, A. López Martínez, & I. Candel Torres (Eds.), <i>ICERI2016: 9th annual International Conference of Education Research and Innovation</i> (4417–4423). Valencia, Spain: IATED Academy.</p> <p>Martí-Parreño, J., Sánchez-Mena, A., & Aldás-Manzano, J. (2016). Teachers' intention to use educational video games: A technology acceptance model approach. In T. Connolly & E. Boyle (Eds.), <i>10th European Conference on Games Based Learning</i> (434–441). Sonning Common, England: Academic Conferences and Publishing International Limited.</p> <p>Martí-Parreño, J., Seguí-Mas, D., & Seguí-Mas, E. (2016). Teachers' attitude towards and actual use of gamification. <i>Procedia – Social and Behavioral Sciences</i>, 228(2016), 682–688. https://doi.org/10.1016/j.sbspro.2016.07.104</p> <p>Sánchez-Mena, A., Martí-Parreño, J., & Aldás-Manzano, J. (2016). The role of perceived relevance and attention in teachers' intention to use gamification. In J. Novotna, & J. Jancarík (Eds.), <i>15th European Conference on e-Learning (ECEL 2016)</i> (615–621). Sonning Common, England: Academic Conferences and Publishing International Limited.</p>

Awardee	Publication Information
	Sánchez-Mena, A., Queiro-Ameijeiras, C., Galbis-Córdova, A., Martí-Parreño, J., & Álvarez-Jareño, J. A. (2016). Student teachers' intention to use gamification. In L. Gómez Chova, A. López Martínez, & I. Candel Torres (Eds.), <i>ICERI2016: 9th annual International Conference of Education Research and Innovation</i> (4488–4494). Valencia, Spain: IATED Academy.
	Galbis-Córdova, A., Martí-Parreño, J., & Currás-Pérez, R. (2017). Higher education students' attitude towards the use of gamification for competencies development. <i>Journal of e-Learning and Knowledge Society</i> , 13(1), 129–146.
	Martí-Parreño, J., Gálbis-Córdova, A., & Miquel-Romero, M. J. (2018). Students' attitude towards the use of educational video games to develop competencies. <i>Computers in Human Behavior</i> , 81, 366–377. https://doi.org/10.1016/j.chb.2017.12.017
Dimitrios Vlachopoulos	Vlachopoulos, D., & Tsokkas, G. (2015). The traits that facilitate successful student performance in distance education: The case of the Distance Education Unit at the European University Cyprus. <i>International Journal of Social, Behavioral, Educational, Economic, Business and Industrial Engineering</i> , 9(1), 264–267.
	Vlachopoulos, D. (2016). Assuring quality in e-learning course design: The roadmap. <i>International Review of Research in Open and Distributed Learning</i> , 17(6), 183–205. http://dx.doi.org/10.19173/irrodl.v17i6.2784
	Vlachopoulos, D., & Makri, A. (2017). The effect of games and simulations on higher education: A systematic literature review. <i>International Journal of Educational Technology in Higher Education</i> 14(22), 1–33. https://doi.org/10.1186/s41239-017-0062-1

XIII. Research Results: Conference Presentations and Other Activities

Wilson awardees have also produced 38 presentations to showcase their research work at several conferences. Additionally, some of awardees were able to develop webinars and workshops to share their findings outside the network, as well as with colleagues who work in Laureate institutions. Tables 12 and 13 show details of these presentations and other activities.

Table 12. 2008–2017 Awardees' Presentations

Awardee	Presentation Information
Lea Sulmont	Conference presentation. Sulmont, L., & Bermúdez, A. <i>Genio: Redes de emprendimiento basadas en gestión de proyectos</i> . I Encuentro de Docentes de Educación Superior (UPC-CIBERTEC). Lima, Peru, October 16–17, 2010.
Iris Yob	Conference presentation. Yob, I. <i>Community, Integrity, and Time: The relationship between higher education faculty and social change</i> . Global Ecological Integrity Group 20th Annual Conference. La Rochelle, France, June 18–23, 2012.
Emmanuel López	Conference presentation. López, E. <i>Smart People: Incrementando la capacidad de participación de los ciudadanos de ciudades inteligentes utilizando los datos</i> . Cuarto Congreso Nacional de Investigación UVM, Guadalajara, Mexico, October 24–26, 2013.
	Conference presentation. López, E. <i>El rol de científico de datos en ciudades inteligentes</i> . 5to Congreso Nacional de Investigación UVM, Guadalajara, Mexico, October 16–18, 2014.
	Conference Presentation. López, E. <i>Innovación y desarrollo tecnológico</i> . 1° Foro de Innovación MIND. Guadalajara, México, November 10–15, 2014.

Awardee	Presentation Information
Annamaria Szilágyi	Conference presentation. Szilágyi, A. <i>Nigeria: Cultural factors and retention in online international postgraduate programmes</i> . International Journal of Arts and Sciences (IJAS) Conference. Rome, Italy, October 29–November 1, 2012.
	Conference presentation. Szilágyi, A. “Can school actually be more difficult than this?” <i>Perceptions of Nigerian students on how to succeed in online postgraduate programmes</i> . European Distance and E-Learning Network (EDEN) Conference. Oslo, Norway, June 12–15, 2013.
	Conference presentation. Szilágyi, A. <i>Nigerian students’ perceptions and cultural meaning construction regarding academic integrity in the online international classroom</i> . Annual conference of the British Academy of Management. Liverpool, England, September 12–13, 2013.
	Workshop. Szilágyi, A. <i>Building cultural (self-) awareness in teaching/learning practices in online international programmes</i> . European Distance and E-Learning Network (EDEN) Conference. Zagreb, Croatia, June 10–13 2014.
Pascale Hardy	Conference presentation. Hardy, P., Katsikea, E., & Theodosiou, M. <i>Knowledge creation and transfer in the workplace: An empirical assessment within an online setting</i> . Annual Meeting of the Academy of Management. Anaheim, California, August 6-9, 2016.
Evelyn Johnson	Conference presentation. Kilmer, R., & Johnson, E. S. <i>Enhancing an online quantitative research course through increased interaction among faculty and students</i> . 44th Annual Conference of the International Society for Exploring Teaching and Learning. Denver, Colorado, October 16–18, 2014.
	Conference presentation. Johnson, E. S. <i>Increasing interaction in the online environment</i> . Online Educa Berlin 20th International Conference on Technology Supported Learning and Training. Berlin, Germany, December 3–5, 2014.
Birgit Strotmann / Victoria Bamond	Conference presentation. Bamond, V., Strotmann, B., López Lago, J. M., Bailen, M., Bonilla, S., & Montesinos, F. <i>Improving bilingual higher education: Training university professors in content and language integrated learning</i> . X Jornadas internacionales de innovación universitaria. Madrid, Spain, July 11–12, 2013.
	Conference presentation. Bamond, V., López Lago, J. M., & Strotmann, B. <i>Strategies for implementing CLIL at tertiary level</i> . 48th Annual International IATEFL Conference and Exhibition, International Language Fair presentation, Harrogate, England, April 2–5, 2014.
	Conference presentation. Bamond, V., & Strotmann, B. <i>Improving English-taught course delivery at university</i> . 49th Annual International IATEFL Conference and Exhibition. Manchester, England, April 11–14, 2015.
	Conference presentation. Strotmann, B. <i>Assessment in CLIL and EMI: Perspectives, challenges and opportunities</i> . 50th Annual International IATEFL Conference and Exhibition. Birmingham, England, April 13–16, 2016.
	Conference presentation. Bamond, V. <i>Internationalization and EMI in the university context and beyond</i> . Cambridge English Language Assessment Conference. Salamanca, Spain, May 22–23, 2017.
	Conference presentation. Bamond, V. <i>Internationalization and multilingual learning</i> . I International Conference for Professionals in Bilingual Education. Madrid, Spain, June 16–17, 2017.
José Martí-Parreño	Conference presentation. Sánchez-Mena, A., & Martí-Parreño, J. <i>Gamification in higher education: Teachers’ drivers and barriers</i> . 6th Future of Education Conference, Florence, Italy, June 29–July 2, 2016.
	Conference presentation. Martí-Parreño, J., Seguí Mas, D., & Seguí Mas, E. <i>Teachers’ attitude towards and actual use of gamification in higher education: An exploratory study</i> . II Conference on Higher Education Advances (HEAD). Valencia, Spain, July 26–28, 2016.

Awardee	Presentation Information
	<p>Poster presentation. Galbis-Córdova, A., Martí-Parreño, J., & Sánchez-Mena, A. <i>Competencies and gamification: an exploratory research</i>. 15th European Conference on e-Learning. ECEL 2016. Prague, Czech Republic, October 27–28, 2016.</p> <p>Poster presentation. Sánchez-Mena, A., Galbis-Córdova, A., Martí-Parreño, J., & Álvarez-Jareño, J. A. <i>Student teachers' beliefs about gamification: the role of gender</i>. 15th European Conference on e-Learning. ECEL 2016, Prague, Czech Republic, October 27–28, 2016.</p>
<p>Dimitrios Vlachopoulos</p>	<p>Conference presentation. Makri, A., & Vlachopoulos, D. <i>E-learning: the different definitions and meanings of the concept: a systematic literature review</i>. 9th International Conference in Open and Distance Learning. Athens, Greece, November 23–26, 2017.</p> <p>Conference presentation. Vlachopoulos, D., & Gray, M. <i>Design of a foundation course in “teaching and learning in digital environments” as a means to improve critical success factors in the Laureate Online Education International/UK partnership programs</i>. 8th Annual International Conference on Education and New Learning Technologies. Barcelona, Spain, July 4–6, 2016.</p> <p>Conference presentation. Vlachopoulos, D. <i>Assuring Quality in e-learning course design: The e-QADeSHE project</i>. Conference Skilling up educators for today and tomorrow's labor market. Plunge, Lithuania, 24–25 November, 2016.</p>
<p>Verónica Baena Graciá³</p>	<p>Conference presentation. Baena, V., Abanades, M. & Jiménez, M. <i>Changing roles: Teachers and students in experiential learning</i>. 11th Annual International Technology, Education and Development Conference (INTED). Valencia, Spain, March 6–8, 2017.</p> <p>Conference presentation. Baena, V., Abanades, M. & Jiménez, M. <i>Internationality in higher education: Increasing intercultural awareness through teamwork</i>. 11th Annual International Technology, Education and Development Conference (INTED). Valencia, Spain, March 6–8, 2017.</p> <p>Conference presentation. Pinto-Tortosa, A. <i>Gamificación y aprendizaje cooperativo en la didáctica de las Ciencias Sociales: La experiencia #CCAFYDExpress</i>. Jornadas del Individuo al Aprendizaje Colaborativo IV: Las Estrategias Docentes y la Orientación Profesional en Historia, Historia del Arte y Ciencias Sociales. Málaga, Spain, March 27–28, 2017.</p> <p>Conference presentation. Jiménez-Bernal, M. <i>Assessing skills in Higher Education: the relevance of experiential learning, rubrics and collaboration with external partners</i>. 9th Annual International Conference on Education and New Learning Technologies (EDULEARN). Bilbao, Spain, July 3–4, 2017.</p> <p>Conference presentation. Jiménez-Bernal, M. <i>Service-learning and the assessment of social responsibility in Higher Education by external partners</i>. 9th Annual International Conference on Education and New Learning Technologies (EDULEARN). Bilbao, Spain, July 3–4, 2017.</p> <p>Conference presentation. Marina-Sanz, E. <i>Diversificación metodológica y microproyectos para la formación integral del alumnado universitario</i>. Congreso Nacional de Innovación Educativa y de Docencia en Red (In-Red). Congreso Nacional de Innovación Educativa y de Docencia en Red (In-Red). Valencia, Spain, July 13–14, 2017.</p> <p>Conference presentation. Jiménez-Bernal, M. <i>Assessment evolution: introduction of Experiential Learning, use of ICT and influence on academic results and performance</i>. XXVI AEDEM International Conference. Reggio Calabria, Italy, September 4–5, 2017.</p>

³ Various members of Verónica Baena Graciá's research team gave presentations based on the team's work.

Awardee	Presentation Information
	Conference presentation. Jiménez-Bernal, M. <i>The revolution of active methodologies: Experiential Learning and reflection in Higher Education</i> . XXVI AEDEM International Conference. Reggio Calabria, Italy, September 4–5, 2017.
	Conference presentation. González-Cuevas, G. <i>The Bologna plan and the assessment of competences in the 21st century</i> . ICERI2017: 10th Annual International Conference of Education, Research and Innovation. Seville, Spain, November 16–18, 2017.
	Conference presentation. González-Cuevas, G. <i>Enhancing students' perceived soft skills competences through experiential learning</i> . ICERI2017: 10th Annual International Conference of Education, Research and Innovation. Seville, Spain, November 16–18, 2017.
	Conference presentation. Pinto-Tortosa, A. <i>Games hit the books: How physical games can improve higher education students' class-engagement and learning outcomes</i> . ICERI2017: 10th Annual International Conference of Education, Research and Innovation. Seville, Spain, November 16–18, 2017.
	Conference presentation. Pinto-Tortosa, A. <i>How to portray professional reality in higher education settings? Using experiential learning and multiculturalism to improve students' knowledge-acquisition</i> . ICERI2017: 10th Annual International Conference of Education, Research and Innovation. Seville, Spain, November 16–18, 2017.
	Conference presentation. Pinto-Tortosa, A. <i>Preparing future primary teachers for society's challenges: Introducing service-learning methodology within the BSC in education</i> . ICERI2017: 10th Annual International Conference of Education, Research and Innovation. Seville, Spain, November 16–18, 2017.

Table 13. 2008–2017 Awardees' Other Activities

Awardee	Information About Other Activities
Pedro Lara	Webinar. Laureate International Universities. Lara, P. <i>Objetivos del proyecto RedUEM y primeros resultados</i> . June 24, 2011.
	Webinar. Laureate International Universities. Lara, P. <i>Experiencia y resultados de un proyecto ganador del Premio Wilson</i> . February 27, 2014.
Annamaria Szilágyi	Webinar. Walden University (training for Walden Residency Faculty). Szilágyi, A. <i>Supporting international students at residency</i> . February 2013.
	Training for Walden Faculty. Szilágyi, A. <i>How to build culturally responsive teaching practices in online international programmes?</i> Walden University Faculty Meeting. Minneapolis, Minnesota, August 2013.
	Workshop for Walden University. Szilágyi, A. <i>Supporting international students</i> . Walden University Faculty Meeting. Minneapolis, Minnesota, August 2013.
Evelyn Johnson	Presentation at Walden University. Johnson, E. S., & Kilmer, R. <i>Enhancing an online quantitative research course through increased interaction</i> . Walden University Faculty Meeting. Minneapolis, Minnesota, August 2013.
	Webinar for Walden University. Johnson, E. S., & Kilmer, R. <i>Enhancing an online quantitative research course through increased interaction</i> . <i>Walden University Faculty Development Webinar Series</i> . October 2013.
	Presentation at Walden University. Johnson, E. S., & Kilmer, R. <i>Interdisciplinary team teaching: Promoting faculty collaboration in an online environment</i> . Walden University Faculty Meeting. Orlando, Florida. January 2014.

Awardee	Information About Other Activities
Birgit Strotmann / Victoria Bamond ⁴	Webinar. Laureate International Universities. Bamond, V., & Strotmann, B. <i>Tertiary CLIL Webinar</i> . October 9, 2014.
	Journal issue edition. Bamond, V., & Strotmann, B. (Eds.). <i>Higher Learning Research Communications</i> , Vol 5, No. 1, March 2015. Special Issue on English-Medium Instruction (EMI) and Content and Language Integrated Learning (CLIL): Challenges and Opportunities. Retrieved from: http://www.hlrcjournal.com/index.php/HLRC/issue/view/19
	Webinar. Laureate International Universities. López Lago, J. M.* <i>Flipped Learning in Content and Language Integrated Learning Classrooms</i> . May 12–16, 2017.
Dimitrios Vlachopoulos	Workshop. Vlachopoulos, D. <i>Presentation of the e-QADeSHE project</i> . International Consortium of the European Project SkillsUP, funded by the European Commission (Erasmus+ Call, Key Action 2, 2016-1-LT01-KA204-023143). Sweden, June 17, 2017.
	Workshop. Vlachopoulos, D. <i>Presentation of the e-QADeSHE project</i> . International Consortium of the European Project SkillsUP, funded by the European Commission (Erasmus+ Call, Key Action 2, 2016-1-LT01-KA204-023143). Lithuania, November 16, 2017.
	Workshop. Vlachopoulos, D. <i>Presentation of the e-QADeSHE project</i> . International Consortium of the European Project SkillsUP, funded by the European Commission (Erasmus+ Call, Key Action 2, 2016-1-LT01-KA204-023143). Bulgaria, November 17, 2017.

XIV. Award Ceremony

From award inception through 2015, winners were recognized in a public ceremony during the Laureate Leadership Summit, where an important number of institutional, regional, and global authorities met. During the ceremony, award winners received the Wilson Award trophy, and were congratulated by Douglas Becker (Laureate’s founder, former chair and CEO, and now non-executive chair of the board of directors), Dr. David Wilson, and other Laureate authorities.

The ceremony for the 2016–2017 awardees was held at the Senior Global Leadership meeting, in Key Biscayne, Florida. The winners had the opportunity to participate in informal activities that allowed them to talk about their research work with the Global Selection Committee members, as well as with Dr. Wilson.

XV. Award Dissemination Initiatives

As part of the efforts to disseminate the award, a video was created in order to present the scope and purpose of the award, to communicate remarks from the Global Selection Committee members, and to share the experience of recent awardees.

As the 2017–2018 cycle of the award involves several changes, two webinars were broadcast in November 2017 to support applicants and research managers across the network in the application process.

⁴ J. M. Lopez-Lago was a member of the Strotmann/Bamond research team.