

ICTD2012 Peer Mentorship Program and Workshop:
Report to the IDRC

By:
Michael Best
Ellen Zegura

Final Technical Report
March 19, 2013

IDRC Project Number:
IDRC Project Title: ICTD Peer Mentorship Program
Country/Region: USA and worldwide

Research Institution:
Georgia Institute of Technology
Atlanta, Georgia 30332
USA

Research Team:
Dr. Michael Best
The Sam Nunn School of International Affairs
Georgia Institute of Technology
781 Marietta St., NW
Atlanta, GA, 30332

This report is presented as received from project recipient(s). It has not been subjected to peer review or other review processes. This work is used with the permission of Michael L. Best, Copyright 2013.

Abstract:

With generous support from the IDRC, the Fifth International Conference on Information and Communication Technologies and Development (ICTD2012) offered a Peer Mentorship Program, a Peer Mentorship Workshop, and conference scholarships. The program goal was to build research capacity for people in the Global South around ICTs, specifically by expanding research networks, methodological capacities, and increasing conference participation and the representation of papers from countries in the South. As a result, 17 scholars worked with mentors to improve their paper submissions; 30 scholars participated in the workshop; and 55 scholars received scholarships to attend the conference. The results of these activities are promising: 93% of survey respondents stated that participation helped them develop their professional

network and 83% believed attendance helped them become a better researcher. Furthermore, the conference scholarship program significantly enhanced attendance from the South; for instance, nearly 40% of all conference participants from Africa attended with support from the scholarship program. To ensure greater conference participation and impact in the field of ICT research, we recommend these programs be expanded in subsequent ICTD conferences. Organizers should consider new strategies to improve workshop participants' learning outcomes and to ensure the participants' papers are followed through to completion and shared with a broader audience.

The Fifth International Conference on Information and Communication Technologies and Development (ICTD2012) was hosted at the Georgia Institute of Technology from March 12-15, 2012, in Atlanta, Georgia USA. The conference brought together scholars, practitioners and development specialists examining the connection between information and communication technologies and social, economic and political development. ICTD2012 was held in cooperation with ACM SIGCHI and SIGCAS.

On Monday, March 12th, and Thursday, March 15th, attendees chose from more than 50 Open Sessions (panels, workshops, and more) and 29 demos presented by practitioners and academic institutions from across the globe. In addition, joint with the co-located ACM DEV conference, David Kobia, Co-Founder and Director of Technology Development for Ushahidi, gave a keynote speech on Monday. On Tuesday, March 13th, and Wednesday, March 14th, the conference offered a slate of 38 peer-reviewed papers in plenary and poster presentation. In addition, the Honorable Omobola Johnson, Minister of Communication and Technology, Federal Republic of Nigeria, served as keynote speaker on Tuesday.

A total of 455 people registered for the conference with approximately 100 people cancelling or ultimately not able to attend due to visa problems, travel issues, or other reasons. Of those who attended, 29% were female, 33% were male, and 38% chose not to identify their gender. Attendees came from all over the globe with 50% from North America, 15% from Asia, an impressive 15% from Africa, and a disappointing 12% from Europe. The full regional breakdown is shown in Figure 9 in the appendix to this report.

The 38 papers presented across Tuesday and Wednesday were accepted after a rigorous double-blind peer review process. In total 129 papers were submitted to the conference of which 94 were advanced to peer review. (The program chairs rejected without peer review 35 papers for not being germane to the conference or otherwise appropriate for review). Of the 38 accepted papers, 18 were presented orally in plenary sessions and 20 were presented as posters. All 38 appear as full papers in the proceedings, which are published within the ACM digital library.

Peer Mentorship Program

Thanks to the generous support of the IDRC, the ICTD2012 was able to support a Peer Mentorship Program prior to the conference and a Peer Mentorship Workshop held during the Open Sessions in Atlanta. The primary purpose of the Peer Mentorship Program and Workshop was to build research capacity for people in the Global South around ICTs. Objectives included expanding research

networks (both South-to-South and North-to-South) and increasing the representation of papers from the Global South among papers delivered at ICTD and other conferences. Travel for numerous scholars coming from the Global South, including participants in the Workshop, was also supported through IDRC funds.

Participation in the Peer Mentorship Program was solicited through a general call sent out through conference email lists and networks of relevant scholars. The Program was open to all scholars but, in particular, solicited participation from junior researchers and pre-doctoral students located in the Global South. Participation in the Program required scholars to submit draft conference papers by May 1st. A Peer Mentorship Program Committee paired these authors and their submissions with other Program participants or peer mentors who had been recruited informally through professional networks. This pairing was based on an assessment of the strengths, needs, and expertise of the Program participants. Peer mentors were given a detailed rubric to use while reviewing the mentee's paper, highlighting strengths and suggesting areas that could be improved prior to formal submission to the conference.

The paired peer scholars spent at least a month reviewing the pre-submission papers but, in many cases, up to three months were spent working together to critique and improve the pre-submissions. Note that this Program was not at all blind – all participants worked as pairs directly, in the best cases developing rich mentor/mentee relationships and engaging in significant peer critique and reflection.

The Peer Mentorship Program Committee was responsible for the management of the Call as well as recruitment of peer mentors and pairing of mentors with peer authors. The Committee itself was composed of three peer pre-doctoral scholars, all PhD students at Georgia Tech. They well-represented the diversity and backgrounds of the Program authors themselves – two computer scientists and one social scientists; a women from Jamaica, a man from Nigeria, and a man from Canada.

In total, 23 scholars contributed pre-submissions and joined the Program. Three of the submissions were viewed as non-germane to the Peer Mentorship Program and, ultimately, were withdrawn. Twenty papers were paired with peer mentors, although an additional three withdrew after the pairing. Roughly two-thirds of authors were male and over one-half were from the Global South. The gender and location of the authors are shown in the appendix in Table 2. A total of 30 people joined as mentors and were paired with authors. (A few authors had multiple mentors). As shown in Table 3, two-thirds of the mentors were male and almost two-thirds came from the Global South.

Our evaluation of the Peer Mentorship Program and Workshop follows, along with our recommendations for future peer mentorship capacity building activities.

Peer Mentorship Workshop

On Monday, March 12th, the Peer Mentorship Program Committee organized a half-day Peer Mentorship Workshop. Approximately 30 people participated in the Workshop, which was composed of two discrete sections. The first, running from 2.30-4.00pm, consisted of a set of three mini-lectures on the main social science methodological approaches used by ICTD scholars. Dr. P. Vigneswara Ilavarasan of IIT Delhi delivered a presentation on qualitative methods including focus group interview techniques; Dr. Pushpendra Singh, also of IIT Delhi, presented on quantitative and statistical methods; and Dr. Revi Sterling of the University of Colorado presented on interpretive and anthropological methods. The mini-lectures were designed to provide very high-level overviews of these three main methodological regimes – in particular with an eye towards piquing the interest of scholars in methodological areas they were not already using with the hope that they would then follow-up on their own with further study.

The second half of the program, which ran from 4.30-6.00pm, was structured as a set of small breakout sections of about five scholars and one facilitator. The purpose of the breakouts was to work together through a sample research design and to then return to the entire group and report on this design. A simple research worksheet, provided as an appendix to this report, offered a sample process for the participants. Participants first authored a set of sample research questions of shared interest among the breakout group members. Next, participants detailed motivations for each of the research questions, for instance answering how the questions were of interest, new, important and/or impactful.

The breakout group members then began developing a research design for one of the research questions by identifying if the activity was more observational, interventionist, or engineering focused; the audience of the research; their subjects; ethical concerns about the research; and finally what sort of theoretical work might underpin the research. The fourth section of the research design activity entailed listing various possible approaches to performing the research, including quantitative, qualitative, engineering, design and mixed method approaches. Based upon the question and design, researchers then returned to aspects of motivation interrogating their question around five critical figures of merit, namely is it: feasible, interesting (and important), novel, ethical and relevant (i.e., the FINER criteria).

Finally, each breakout section considered closing questions to their proposed research activity, including expected results and how they might plan to report those results.

Scholarship Program

A major impact of the mentorship program was its ability to significantly enhance the diversity of conference participation geographically and among groups who otherwise would not have had the financial wherewithal to attend. The scholarship program was open to all participants from the Global South who had accepted papers, posters or Open Sessions as well as student or low-income participants from all geographic regions.

In total 55 attendees received some financial support to participate in the conference. This financial support ranged from free conference registration to airfare and lodging assistance. Figure 1 shows the regional breakdown among scholarship recipients (with a country breakdown in the Appendix). It is particularly worth noting that among the 55 recipients 20 were from Africa (36%), 13 were from the Americas (24%), and 12 were from Asia (22%). This scholarship program was absolutely fundamental in ensuring a broad participation in the conference from students, low-income individuals, and scholars from the Global South.

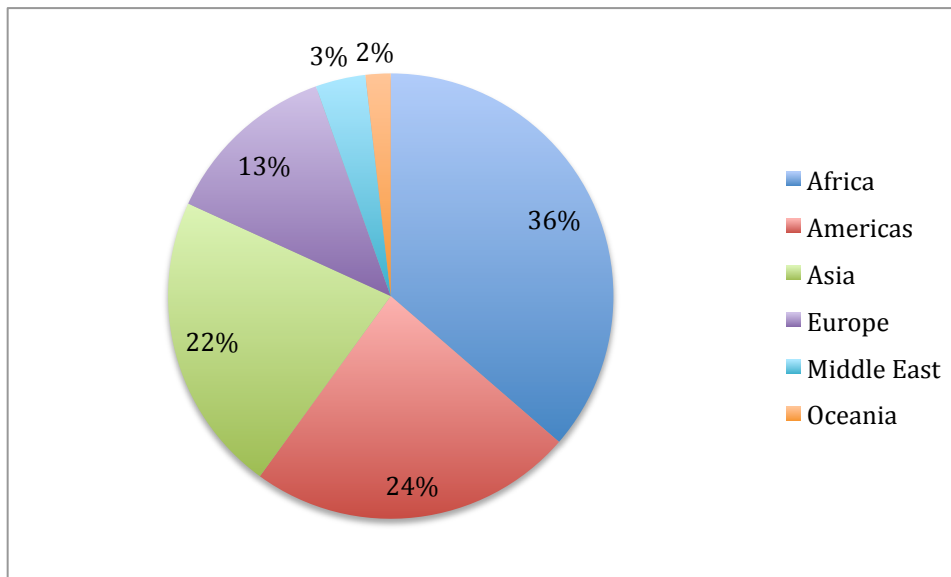


Figure 1 Regional breakdown among scholarship recipients.

Participant Survey Results

All Program and Workshop participants were sent an email survey soliciting their reactions to the overall Conference, the Peer Mentorship Program, and the Workshop. (The instrument is available in the appendix to this report.)

A total of 40 participants responded with completed surveys. As can be deduced

from Table 1, over three-fourths of survey respondents are based in the Global South. This proportion of responses from the South is higher than the proportion of program participants (59%).

Country	Respondents	Country	Respondents
Australia	1	Pakistan	1
Bangladesh	1	Peru	1
Cambodia	1	Philippines	1
Cameroon	1	Rwanda	1
Ghana	1	South Africa	3
India	5	Sri Lanka	3
Jamaica	1	Uganda	2
Kenya	4	UK	1
Mexico	1	USA	7
Nigeria	4		

Table 1 Country that respondent currently resides in

A. The Conference

Survey results show that scholarship recipients benefited from simply attending the conference. Of all respondents, 93% stated that attending the conference helped them develop their professional network (53% strongly agree, 40% agree), and 83% believed attendance had helped them become a better researcher (33% strongly agree, 50% agree) as shown in Figure 2. These results are very encouraging given that the main objectives of the Peer Mentorship Program include developing the research capacity and networks of participants.

More specifically, by attending the conference, participants reported developing skills in the areas of research methods (74%), theory (65%), presentation skills (60%), and getting published (43%) agreeing or strongly agreeing to questions around these issues. Respondents found conference attendance less helpful in the areas of writing (58% neutral), ethics (51% neutral), fieldwork (46% neutral), and fundraising (35% neutral).

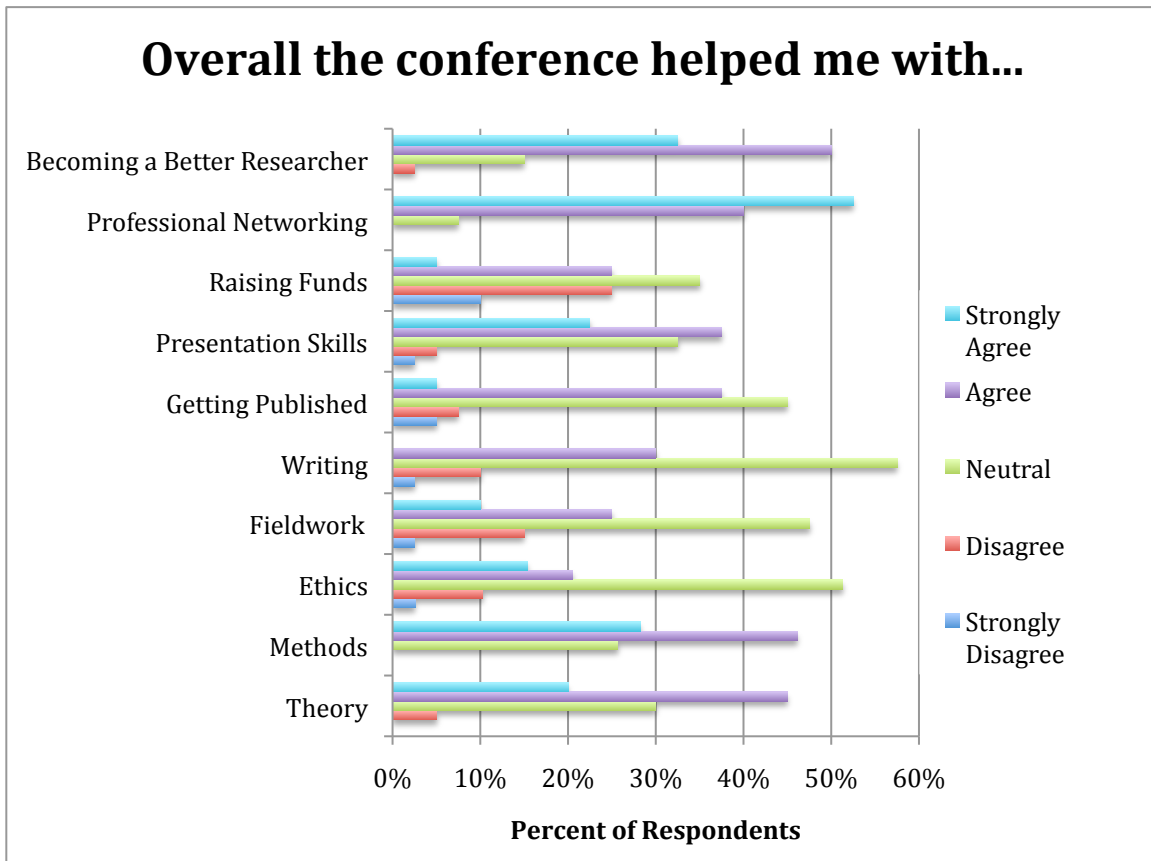


Figure 2 Self-reported impacts of overall Conference on respondent.

The majority of respondents who attended a Paper Session, Poster Session, Open Session, or Demo Session indicated the experience was worthwhile. Most notably, four out of five respondents found the Paper or Poster Sessions relevant to their research interests (82%) and increased their knowledge of ICTD practice (80%), as seen in the proportion that agreed or strongly agreed shown in Figure 3. Open Sessions were seen as particularly relevant to participants' research interests (87%) and knowledge of ICT theory (81%), as shown in Figure 4. Respondents found the Demos slightly less useful, although two-thirds agreed or strongly agreed the Demos were relevant to their research interests (70%) and helped increase their knowledge of ICTD practice (66%), as seen in Figure 5.

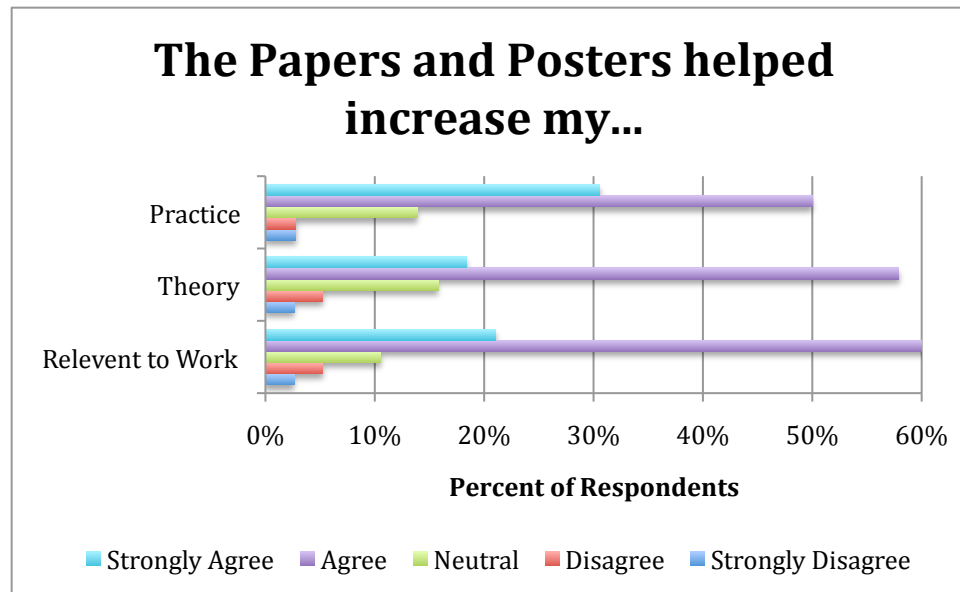


Figure 3 Self-reported impacts of Papers and Posters on respondent.

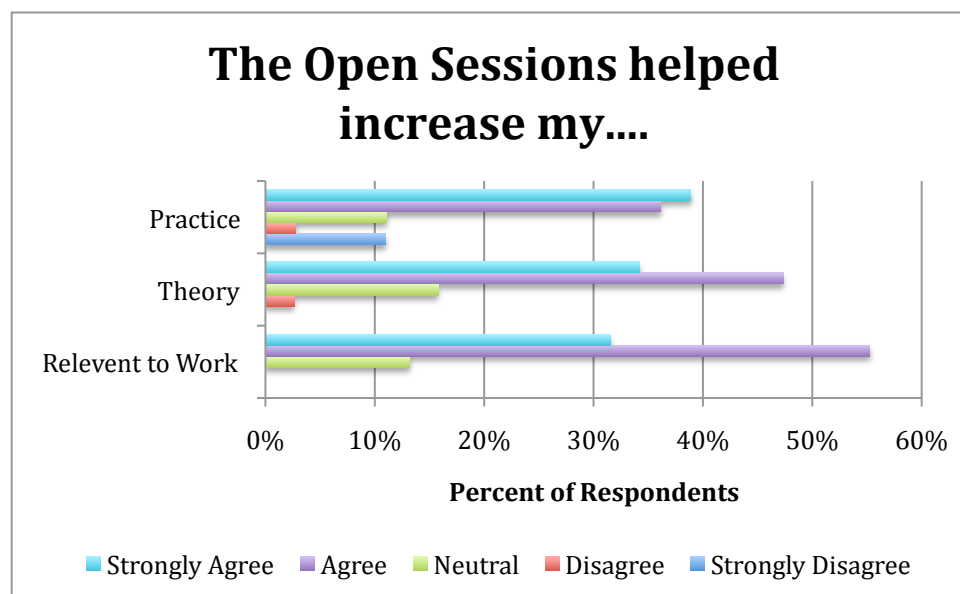


Figure 4 Self-reported impacts of Open Sessions on respondent.

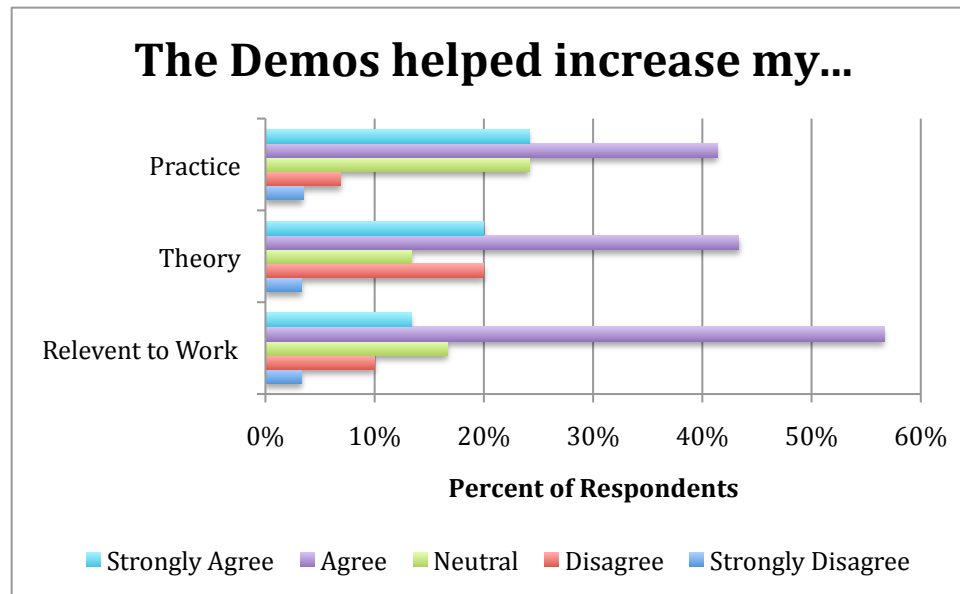


Figure 5 Self-reported impacts of Demos on respondent.

In summary, respondents who attended the ICTD2012 conference agreed that the experience helped them expand their networks, become better researchers, and learn more about research methods and theory. Participants were less likely to feel that merely attending the conference helped them build skills related to getting published, writing, ethical practices, fieldwork, or fundraising, which demonstrates the need for more activities targeted specifically to these issues in the Peer Mentorship Program and Workshop.

B. Peer Mentorship Program

The majority of survey respondents gave the Mentorship Program high marks. As one respondent commented: "It worked really well for me. I had a great mentor who provided really great feedback which helped to get my paper accepted."

Such enthusiasm was reflected in the survey results, as shown in Figure 6. A strong majority of respondents who participated in the program felt a connection with their peer mentor. Effectively, all respondents agreed that they were able to develop a professional relationship with their peer mentor (80% agree, 20% strongly agree). Moreover, 60% strongly agreed they would contact their peer mentor again, which attests to quality of the relationships. The remaining respondents agreed (20%) or were neutral (20%) about contacting their peer mentor in the future.

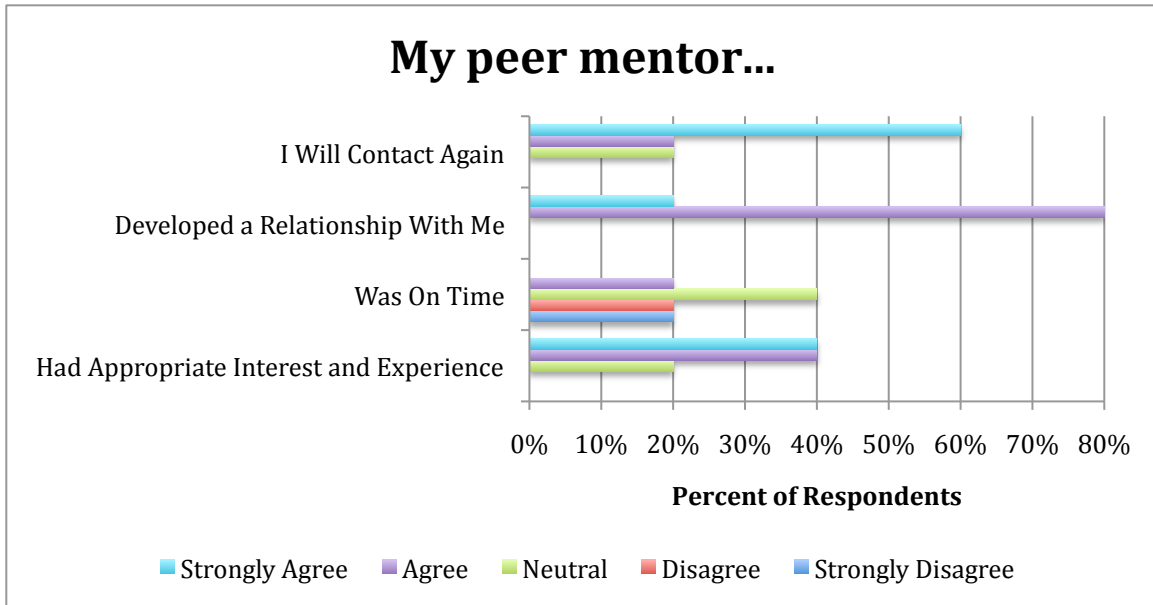


Figure 6 Self-reported impacts of peer mentor on respondent.

Participants and mentors were mostly well matched, with 80% of respondents agreeing or strongly agreeing that was the case, although 20% remained neutral. Conversely, mentors could have been more punctual, with 40% of respondents indicating that their mentor was not punctual and 40% being neutral on the matter.

Furthermore, as shown in Figure 7, all respondents stated that they received adequate feedback on paper strengths and weaknesses. Respondents were more divided on whether or not their peer mentor improved their paper and publication skills overall, with most agreeing or strongly agreeing (40%, 20%) but others (40%) remaining neutral.

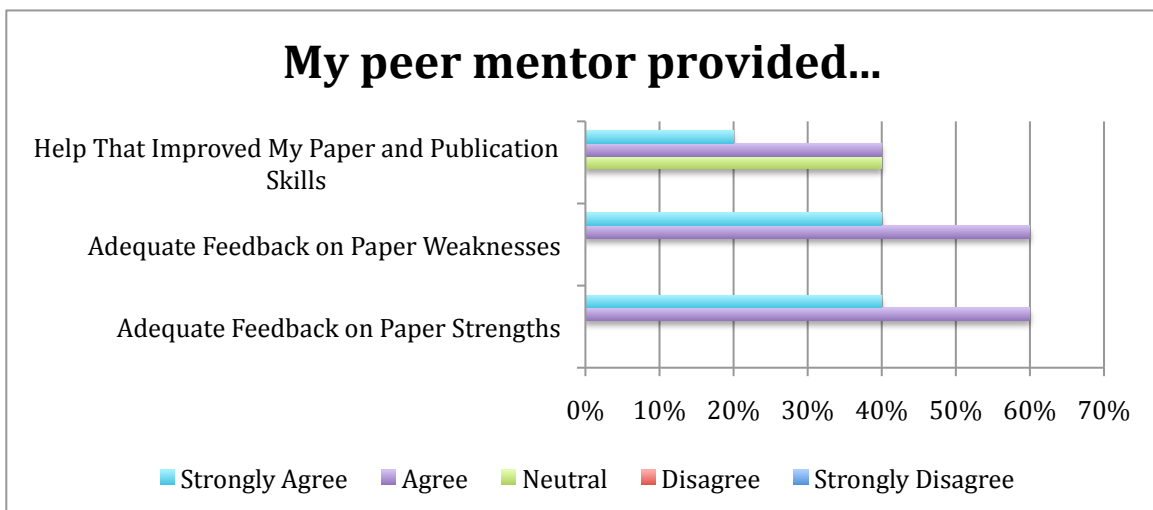


Figure 7 Self reported impact of peer mentor on respondent skills.

As a group, the Peer Mentorship Program participant respondents appeared to be very satisfied with their mentor/mentee relationship, for instance stating they plan to contact their mentor in the future. However, three of the twenty participants withdrew from the program after being paired with a mentor. As one mentor lamented:

I was a mentor in the program but the person I was assigned, after I spent time and gave substantial feedback (track changes, etc.) to the paper, he stated that he did not have time to go forward with the paper and ended the mentorship process. This is frustrating for the peer mentor who committed so much time to give feedback and the person just gave up.

C. Mentorship Workshop

The Mentorship Workshop received more mixed reviews. Although the largest proportion of respondents strongly agreed that the overall quality of the workshop was high (33%), others just agreed (20%), were neutral (27%) or disagreed (20%), as shown in Figure 8.

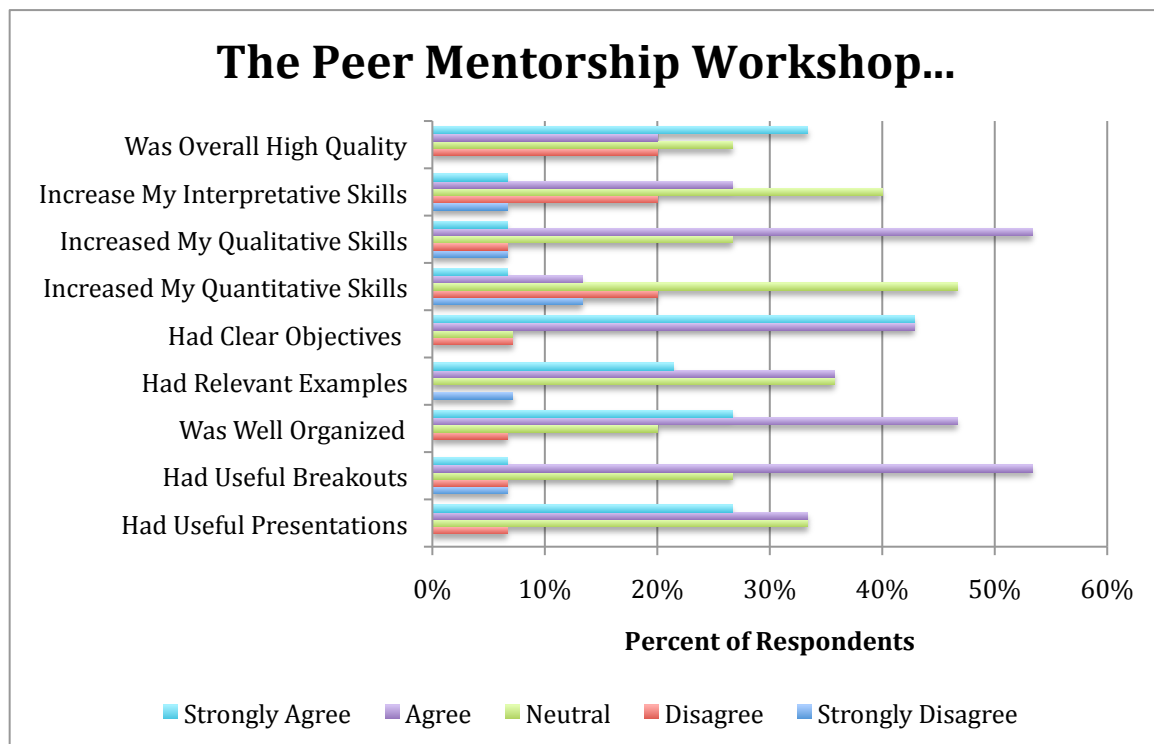


Figure 8 Self-reported impacts of Workshop on respondent.

Participants indicated the workshop had clear objectives (85%) and was well organized (73%), by agreeing or strongly agreeing on the survey. However,

several commented that the workshop was too short in duration to effectively accomplish its objectives. For example,

[An] attempt was made to cover lots of stuff in brief followed by a breakout session. The duration was simply too short to have any significant impact with this structure.

[We needed] more time for breakout sessions. It was a façade [that we could accomplish what was expected of us] unfortunately, when we were told to roll out a discussion cum writing of 4 pages research proposal, highlighting strengths, rationale and weaknesses, challenges, etc on any research topic of our interest.

Most respondents believed the presentations (60%) and breakout sessions (60%) were useful and provided relevant examples (57%), agreeing or strongly agreeing in the survey. However, respondents did not generally feel that the workshop increased their research skills. A majority noted improving their qualitative skills (60% agreed or strongly agreed), but not necessarily their quantitative skills (47% neutral, 34% disagree, 20% agree) or interpretative skills (40% neutral, 34% agree, 27% disagree).

Respondents recognized the challenge of working with scholars from diverse research backgrounds and experience levels. For example, some respondents were unhappy that the workshop was, in their estimation, overly simplistic. For instance:

Inevitably there are different levels of research experience in the peer mentorship workshop. Unfortunately it was pitched at a rather basic level for me although there are always new bits and pieces that are interesting or new.

Topics are so wide and students come from so different places that is difficult to say how to improve this session. For me the content was already known and the discussions, although interesting, were not that interesting.

Survey participants described the mini-lectures as not entirely useful, but offered more positive reviews of the breakout session. Workshop organizers received very nice feedback in person, including from three participants who sought out conference organizers to express how much they had uniquely benefited from the session. Survey responses including comments such as:

I found the breakout session very involving. I was getting to know the work others were doing... and trying to think through the details. It built

relationships and also allowed to dig details of a problem I am not actively working on.

Being forced to address specific research questions with other people was actually quite good. It was interesting seeing how other people approach a research question and project.

In summary, more than half of total respondents found the workshop presentations and breakout sessions useful. Regardless, many questioned the effectiveness of the presentations, given the challenge of appealing to a wide-range of participants, and the goals of the breakout session, given its time constraints. A smaller percentage of participants appeared to find the workshop very useful, with one in three participants (the plurality) stating the workshop was high quality, and at least one in five reporting improved research skills in each area questioned, with the exception of quantitative skills.

Conclusion

The Peer Mentorship Program and Workshop aimed to build research capacity for people in the Global South around ICT, to expand research networks, and to increase the representation of papers from the Global South at ICTD and other conferences. (See Table 2 for a summary of stated program objectives and results.) By these measures, the results of the ICTD2012 mentorship program and workshop are very promising. The mentorship program contributed to the professional development of thirty promising scholars, over half of them based in the South. Nearly all respondents (93%) indicated that participation helped them develop their professional network, and 83% believed attendance helped them become a better researcher. Although we have not collected data on the acceptance rate of papers ultimately submitted to the general conference, respondents stated they received useful feedback from their mentors. Survey data clearly shows that program participants valued the support they received from a peer mentor and hope the relationships will extend into the future. Additionally, the program allowed 55 participants who were from the Global South, students, and/or low-income to attend due to its robust scholarship initiative. This helped to significantly increase the diversity of scholars in attendance at the conference. For instance, nearly 40% of all conference participants from Africa attended with support from the scholarship program.

While results indicate that the Program was quite effective in building research networks and capacity, as well as increasing conference participation from the South, the initial program did not fully meet the goals of publishing a special track of research papers from participants. The ambition of delivering a parallel program highlighting research papers from the Global South remains. However, the realities of this inaugural peer mentor program structure and outputs simply

did not allow it to occur during ICTD2012. Frankly, the paper outputs from the program were not of sufficient quality or quantity to justify a parallel paper track. This, we believe, is not because of the quality or volume of participation but simply due to the short timeframe allocated to the programs. Thus, as seen in the recommendation below, a longer program should be considered which will better support the development and maturing of a critical-mass corpus of papers. These papers can then serve as the basis for a special parallel publication as well as hopefully increase the participation of research from the Global South in the main conference as well.

Objective	Results
<p>1. Implement a peer mentorship program that builds research capacity among early and mid-career scholars in the Global South by (1) identifying at least fifteen scholar participants and (2) targeting research skills and methods including:</p> <ul style="list-style-type: none"> • ICTD methods and theory • Related works • Techniques for writing clear papers • Understanding primary versus secondary research 	<ul style="list-style-type: none"> • 23 mentee scholars and 30 mentors signed up for the peer mentorship program. • 17 mentee scholars completed the program. • Survey results suggest participants were able to develop relationships with mentors, were satisfied with the feedback they received, and plan to contact a mentor again.
<p>2. Create a workshop and an edited volume to extend the voice of ICTD scholars from the South by (1) identifying approximately ten papers to be presented at the workshop and (2) creating an edited volume of these papers.</p>	<ul style="list-style-type: none"> • 30 participants attended the workshop. • The workshop focused on building research capacity (Objective 1) by using presentations and exercises to enhance participants' research skills and methodologies. • The workshop did not include paper presentations. • An edited volume of papers was not created.

Table 2 Summary of program objectives and results

The following are our recommendations for ensuring a more effective program in subsequent years.

Peer Mentorship Program

1. Support mentor-mentee relationships post-conference. Doing so could help participants advance further in their field and introduce opportunities for program organizers to monitor and improve the mentorship program, including paper acceptance rates. As one survey respondent recommended: "Keep an ongoing group with all the [workshop] attendees and spawn collaborations that lead to papers for the following year." And another: "I would like to see more interaction between mentor and mentee as well as a process of evaluating that relationship over time."
2. Develop a session at ICTD to highlight papers from the Peer Mentorship Program. As one participant suggested, "Perhaps there needs to a parallel session or open session for mentee presentations that didn't make it into the plenary but are of decent enough quality."

Workshop

1. Extend the duration of the workshop. The time allotted for the session was insufficient. A full day would serve participants much better and it would not be inconceivable to have even a two-day special pre-conference program.
2. Avoid scheduling conflicts. The timing of the workshop conflicted with some key open sessions that the scholarship recipients wanted to attend. Some attended other simultaneous sessions in place of the Peer Mentorship Workshop.
3. For workshop break-out sessions, focus on the methodological processes of real, practical, research projects. Better planning and organizing of the peer mentorship session can also address this.

The Peer Mentorship Program and Workshop is off to a solid start. In order to increase its impact, we would like to keep improving the workshop and expand the mentorship program. Given more iterations, participation, and financial support, the Peer Mentorship Program at ICTD is likely to create the new inroads we would all like to see for emerging scholars from the South and ICT research across both hemispheres.

Overall, we believe this program has been successful and should be continued. Indeed our main criticism of the program from ICTD2012 is that it was too little and too short. Increasing the time and volume of mentor/mentee interactions - before, during and after the conference - will enhance the capacity building goals. In addition, if done with sufficient time and resources this should ensure the ability to produce a parallel paper program highlighting research from Southern scholars.

Appendix

Additional Tables and Figures

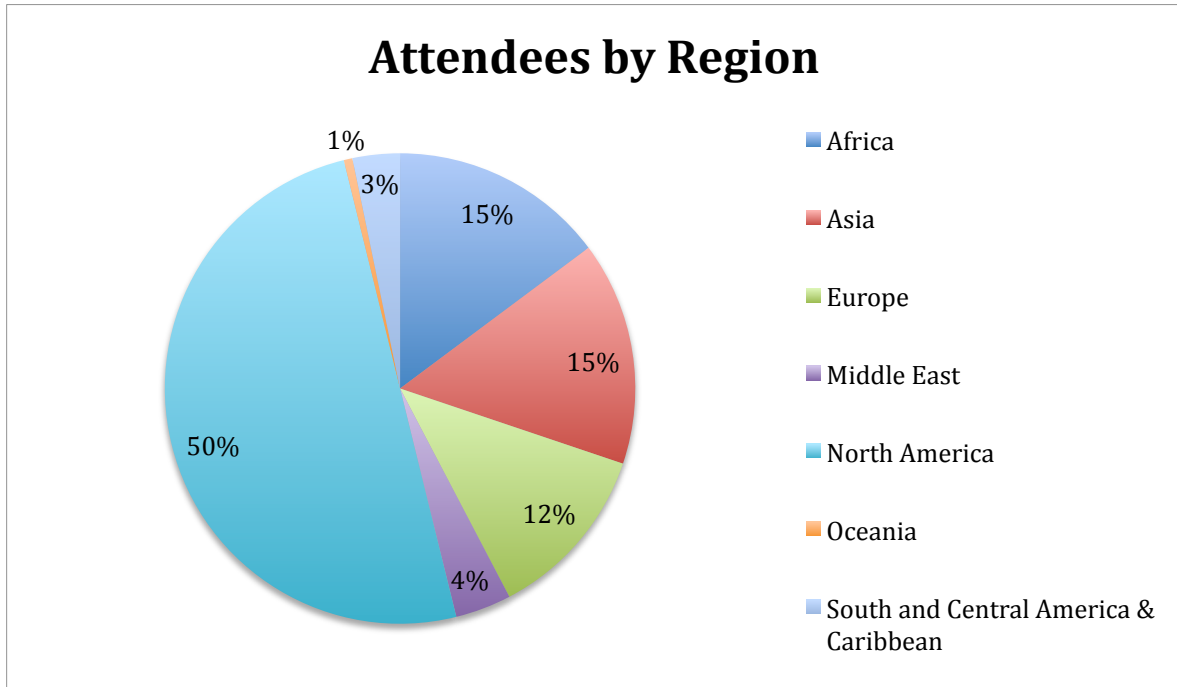


Figure 9 Breakdown of conference attendees by geographic region.

Male	15
Female	8
Australia	1
Ghana	1
India	2
Nigeria	6
Singapore	1
South Africa	1
Sri Lanka	1
Uganda	1
UK	2
USA	6

Table 3 Peer Mentorship Program author demographics

Male	21
Female	9
Bangladesh	1
India	7
Jamaica	1
Nigeria	1
Rwanda	1
South Africa	7
Uganda	1
USA	11

Table 4 Peer Mentor Program mentor demographics

1	Australia	1	Peru
2	Bangladesh	1	Philippines
1	Cambodia	1	Rwanda
1	Cameroon	3	South Africa
1	Egypt	3	Sri Lanka
2	Ghana	2	Sweden
4	India	1	Thailand
1	Jordan	2	Uganda
7	Kenya	5	UK
3	Nigeria	11	USA
1	Pakistan	1	Veracruz

Table 5 Country breakdown for scholarship recipients

Peer Mentorship Research Worksheet

Important Preamble: The goal of the Peer Mentorship Workshop is to work together to discuss, debate, and refine research networks, skills, methods and ideas. We all come to this Workshop with different backgrounds and experiences. Some of us are new to ICTD research and some of us are experienced. We come from different parts of the world and different research traditions. Regardless, the point of this Workshop is to come together as peer researchers and look to build our strengths, networks and inspiration around ICTD research. We are delighted you are here!

This Peer Mentorship Research Worksheet is a simple and systematic approach to think through research design. It is not appropriate for all people and all forms of research. And it may feel too simplistic for some participants in the Workshop. It is only meant to be a helpful starting-point during the breakout sessions. Use what you like; ignore what you find unhelpful; critique and criticize what you dislike. Indeed, we believe that any process of reflection (positive or negative) on this worksheet should be helpful as we continue to grow our network of peer researchers.

Welcome to the Workshop and breakout sessions!

Deana Brown, PhD student, School of Interactive Computing, Georgia Tech
Charmant Chan, MS student, School of Interactive Computing, Georgia Tech
Deji Fajebi, PhD student, Sam Nunn School of International Affairs, Georgia Tech

Peer Mentorship Research Worksheet¹

1. Research Question

In the space provided below, write three potential research questions you would be interested in studying. As you continue, you will refine and clarify your research question.

1. _____

2. _____

3. _____

¹ Section 1 – 7 of this worksheet is based on the research planning worksheets from MSU. Source: <http://www.echt.chm.msu.edu/BlockIII/Docs/CoreComp/CAAMResearchPlanningWorksheets.pdf>, accessed: May 1, 2011.

2. Research Motivation

Researchers typically have different reasons or motivations for studying the various research questions that interests them. However, common themes that typically cut across most research is that the question be “interesting” or new, and important or impactful. Would you consider the research questions you listed in the previous section interesting or new, important and impactful? An easy way to test for this would be to simply ask yourself the question: “Why should others care about my research?”

In the space provided below, write one of the reasons why you feel others should care about the potential research questions you listed in the previous section.

1. _____

2. _____

3. _____

3. Research Questions: Thinking through the design

For each of the questions you identified in the previous section, think through them using the outline.

Research Question:

Thinking through the design

1. What is the **purpose** of your research question?
 - a. Are you **observing** phenomena passively or are you **intervening** or **engineering** in some way?
2. If this is an **observational** type of question:
 - a. Are you going to simply **describe** what you observe, or are you intending to **compare** two or more factors?
 - b. If you intend to **compare** two or more factors, what is your **hypothesis**
 - c. Are you looking at measures over time?
3. If this is an **interventional** type of question:
 - a. What is your **hypothesis**?
4. Who is the audience of this research? How will they benefit from it?
5. Who are the “subjects” of the study? Are they actively involved in the research itself and how will they benefit from it (e.g. participation and action research)?
6. What are the ethical concerns that might stem from this research?
7. What are the theoretical foundations of the research? Are you building theories through this work?

4. Choosing a Research Design

Based on your answers to the questions, list the research designs that you feel would be appropriate to the purpose of your question, along with their general strengths and weaknesses. Some example design approaches are: quantitative strategies (e.g. survey research, experimental research), qualitative strategies (e.g. ethnography, grounded theory, case studies, phenomenological research, narrative research), mixed methods strategies (triangulating data sources), engineering and design work (e.g. building new systems and exploring their properties), or some other strategy.

Research Question #:	Type of research design	Summarize how you will apply the design	Strengths	Weaknesses

What research designs would **not** be appropriate to your research questions? Why?

5. Quality of The Research Question

The characteristics of a good research questions are that it be feasible, interesting (and important), novel, ethical, and relevant (FINER). Evaluate your potential questions according to the FINER criteria

	Research Questions		
	1	2	3
	Yes/No/NA	Yes/No/NA	Yes/No/NA
Feasible			
Adequate numbers of subjects	_____	_____	_____
Adequate technical expertise	_____	_____	_____
Affordable in time and money	_____	_____	_____
Manageable in scope	_____	_____	_____
Interesting and Important			
To the investigator	_____	_____	_____
To others	_____	_____	_____
Novel			
Confirms or refutes previous findings	_____	_____	_____
Extends previous findings	_____	_____	_____
Provides new findings	_____	_____	_____
Ethical	_____	_____	_____
Relevant			
To scientific knowledge	_____	_____	_____
To problems of significance	_____	_____	_____
To future research directions	_____	_____	_____

6. Conducting the Research

Describe how you conduct your research/experiment/study. Include all the procedures and materials.

What will factors will you control for?

What results do you expect?

How do you plan to show your results?

ICTD 2012 Scholarship and Peer Mentorship Participant Survey

The Fifth International Conference on Information and Communication Technologies and Development (ICTD 2012) was recently held at the Georgia Institute of Technology in Atlanta Georgia, USA. The following survey is to help assess the conference and its effectiveness, especially among participants in the scholarship and peer mentorship programs.

Your participation in this survey is voluntary; however we do want to learn from your experiences and very much hope you will participate. In addition, your survey will be held anonymously and your name and affiliations will not be linked to your responses; please be candid and honest in your reply. This survey should take you about 15 minutes to complete.

If you have any questions, concerns or inputs regarding this survey please do not hesitate to contact Dr. Michael Best, ICTD 2012 General co-Chair, at mikeb@cc.gatech.edu or +1 404 894 0298.

Most of the questions ask you to rate your level of agreement with a statement from “Strongly Disagree” to “Strongly Agree”. For these questions please place an “X” in the one box that most represents your level of agreement with the statement. If you are not sure of your level of agreement, or if the question does not seem applicable to your experiences, please place an “X” in the box that is labeled “Not Sure”. In addition, there are some other types of questions including some asking for your free and open response and comments.

Many thanks for your participation!

The ICTD 2012 Conference

1. The overall ICTD 2012 conference helped advance my

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure
a) Knowledge in ICTD research theory						
b) Knowledge in ICTD methods						
c) Research ethics						
d) Fieldwork skills						
e) Writing skills						
f) Ability to get						

published						
g) Presentation skills						
h) Ability to raise funds						

2. My participation in the ICTD 2012 conference helped me become a better ICTD researcher

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

3. I was able to develop a professional network through the ICTD 2012 conference

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

ICTD 2012 Demo Sessions

During the ICTD 2012 conference, technical demonstrations were on offer from a variety of organizations. The demo sessions provided a chance to experience hardware or software systems, video footage, and physical artifacts.

4. The demos presented at the ICTD 2012 conference were relevant to my research interests

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

5. The demos presented at the ICTD 2012 conference helped increase my knowledge of ICTD theory

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

6. The demos presented at the ICTD 2012 conference did *not* help increase my knowledge of ICTD practice

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

7. Did you submit a demo to the ICTD 2012 conference?

____ Yes ____ No

8. Why/ Why not did you submit a demo to the ICT 2012 conference?

9. If you did submit a demo, was it accepted to the ICTD 2012 conference?
_____ Yes _____ No

ICTD 2012 Papers and Poster Sessions

- During the ICTD 2012 conference, a set of papers was delivered in plenary session on Tuesday and Wednesday while other papers were delivered through an on-going poster session.
10. The papers and posters presented at the ICTD 2012 conference were relevant to my research interests

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

11. The papers and posters presented at the ICTD 2012 conference helped increase my knowledge of ICTD theory

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

12. The papers and posters presented at the ICTD 2012 conference did *not* help increase my knowledge of ICTD practice

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

13. Did you submit a paper to the ICTD 2012 conference?
_____ Yes _____ No

14. Why/ Why not did you submit a paper to the ICT 2012 conference?

15. If you did submit a paper, was it accepted to the ICTD 2012 conference?
_____ Yes _____ No

ICTD 2012 Open Sessions

- During the ICTD 2012 conference, a wide range of Open Sessions were held during Monday and Thursday with multiple panels and workshops held in parallel.
16. The Open Sessions presented at the ICTD 2012 conference were relevant to my research interests

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

17. The Open Sessions presented at the ICTD 2012 conference helped increase my

knowledge of ICTD theory					
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

18. The Open Sessions presented at the ICTD 2012 conference did *not* help increase my knowledge of ICTD practice

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

19. Did you submit an open session to the ICTD 2012 Conference?
 ___ Yes ___ No

20. Why/ Why not did you submit an open session to the ICT 2012 conference?

21. If you did submit an open session, was it accepted to the ICTD 2012 Conference?
 ___ Yes ___ No

ICTD 2012 Keynote Speakers

The ICTD 2012 conference presented two keynote speakers. David Kobia, Director of Technology Development, Ushahidi, spoke on Monday, and Honorable Omobola Johnson, Minister of Communication Technology, Republic of Nigeria, spoke on Tuesday.

22. The keynote speakers at the ICTD 2012 conference were relevant to my research interests

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

23. The keynote speakers at the ICTD 2012 conference provided a compelling context for ICTD research

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

24. The keynote speakers at the ICTD 2012 conference helped increase my knowledge of ICTD theory

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

25. The keynote speaker at the ICTD 2012 conference did *not* help increase my knowledge of ICTD practice

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

-
26. I plan on attending to the next ICTD conference in 2013 in Cape Town, South Africa

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

27. Is there anything more you would like to say about this year's ICTD 2012 conference in general? What were the main strengths and what could have been improved?

28. Is there anything in particular you would like to see at next year's ICTD 2013 conference?

The Peer Mentorship Program

The Peer Mentorship Program was a program developed for the ICTD 2012 conference where participants helped each other critique and refine paper drafts *prior* to the ICTD 2012 conference paper submission deadline.

29. Did you participate in the Peer Mentorship Program?

____ Yes

____ No

If yes, please answer the following questions. If not, please skip to Question #39.

30. The peer mentor assigned to you had the appropriate interests and experience to review your paper

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

31. The peer mentor was *not* able to review your paper in the appropriate time

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

32. The peer mentor provided appropriate feedback regarding the strengths of your paper

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

33. The peer mentor provided appropriate feedback regarding the weaknesses of your paper

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

34. You were able to develop a professional relationship with your peer mentor from the Peer Mentorship Program

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

35. You will contact your peer mentor in the future

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

36. The Peer Mentorship Program helped did *not* help improve your paper and publication skills

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

37. Is there anything more you would like to say about this year's Peer Mentorship Program at the ICTD 2012 conference?

38. Is there anything you would like to see different in the Peer Mentorship Program at next year's ICTD 2013 conference?

ICTD Peer Mentorship Workshop

The ICTD Peer Mentorship Workshop was an Open Session that occurred on Monday, March 12, 2012 from 14:30 – 18:00. The workshop consisted of three guest speakers and a breakout session where participants worked together in answering a predefined research question regarding ICTD. If you participated in the ICTD Peer Mentorship Workshop, please answer the following questions. If you did not participate please skip to Question #53.

39. The presentations delivered at the ICTD Peer Mentorship Workshop by guest speakers were useful

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

40. The breakout sessions at the ICTD Peer Mentorship Workshop were *not* useful

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

41. The ICTD Peer Mentorship Workshop was well organized

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

42. I could have been better informed about the objectives of the ICTD Peer Mentorship Workshop

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

43. The ICTD Peer Mentorship Workshop examples were *not* relevant to my research

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

44. The ICTD Peer Mentorship Workshop objectives were clear to me

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

45. The ICTD Peer Mentorship Workshop helped increase my quantitative research skills

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

46. The ICTD Peer Mentorship Workshop did *not* help increase my qualitative research skills

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

47. The ICTD Peer Mentorship Workshop helped increase my interpretative research skills

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

48. The overall quality of the ICTD Peer Mentorship Workshop was useful

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Sure

49. How else could the ICTD Peer Mentorship Workshop have supported you as an ICTD researcher?

50. What did you find most helpful about the ICTD Peer Mentorship Workshop guest speakers? (Please list specific examples.)

51. What did you find most useful about the ICTD Peer Mentorship Workshop break out sessions? (Please list specific examples.)

52. What are some specific ways that the ICTD Peer Mentorship Workshop could have been improved?

Background Information

53. Your Gender

☐ Male ☐ Female

54. Your Age

55. What country do you currently reside in?

56. What is the highest educational level you have attained?

☐ Secondary Education (high school, preparatory school)

☐ Vocational/Technical 2-year degree

☐ 2-year Associate's degree (AA, AS)

☐ 4-year Bachelor's degree (BA, AB, BS)

☐ Postgraduate Master's degree (MA, MS, MEng, Med, MSW, MBA)

☐ Doctorate degree (PhD, EdD)

Other _____

57. What is your field of work?

☐ Engineering

☐ Social Science

☐ Computer Science

☐ Political Science

☐ Health and Medicine

☐ Education
☐ Agriculture
Other _____

58. What sector is your field of work in?
☐ Academia
☐ NGO (Non-Governmental Organization)
☐ Government
☐ Private Sector
Other _____
59. Have you submitted any other papers before to any other related conferences?
☐ Yes ☐ No
If yes, which conferences?

60. Have you submitted any other demos before to any other related conferences?
☐ Yes ☐ No
If yes, which conferences?

61. Have you previously attended an ICTD conference before?
☐ Yes ☐ No
If yes, which conference?

62. Have you previously attended conference related to ICTD?
☐ Yes ☐ No
If yes, which conferences?

63. Do you regularly read ICTD related journals?
☐ Yes ☐ No
If yes, which ones?
