



Student Division Call for Papers
ASEE Annual Conference and Exposition
Montréal, Québec, Canada: June 21-24, 2020

The ASEE Student Division invites abstracts for papers and posters to be presented at the 2020 ASEE Annual conference to be held in Montréal, Québec, Canada, June 21-24. The Student Division provides multiple sessions and events related to its primary objectives: to create student involvement in ASEE, encourage publication and presentation of student-led research, enhance student professional development, and promote communication between students and the greater engineering education community. Below are important submission dates to note:

Abstract Submissions: Open – September 3, 2019 | Close – October 14, 2019

Draft Paper/Poster: Due – February 24, 2020

Final Paper/Poster: Due – April 27, 2020

We are pleased to announce the introduction of cash rewards for the division's overall Best Paper and Best Diversity Paper. Each reward will amount to \$100 and the recipients will also be acknowledged to Student Division members and sponsors at the division's dinner. We are implementing this award to encourage submissions, quality through friendly competition, and increased conference attendance.

Abstracts must be 250-500 words and should follow the [ASEE Abstract format guidelines](#).

Abstract proposals for paper submissions may fall into any of the four categories*:

(1) "Tricks of the Trade" papers should focus on *addressing problems and sharing experiences within undergraduate or graduate school*, specifically regarding tricks of the trade or lessons learned along the way. The papers should follow typical research paper formats and be centered around tips and tricks that students have accumulated through their own education that can help guide other students who may be going through similar experiences. These papers should be well informed by published literature and follow formal writing procedures with the inclusion of a thesis or central argument. Topics of interest for this category include but are not limited to:

- Communicating to an audience/writing for publication
- Advice for new graduate students – choosing a committee, work-life balance, stress management
- Research or experiences related to writing a senior thesis, master's thesis, or dissertation
- Advice for new ASEE student chapters – lessons learned from your own student chapter on campus or advice for other students looking to start a chapter

(2) "Innovation in Engineering Teaching Practices" papers should focus on *disseminating student-led research on innovative teaching, curricular, or co-curricular efforts*. The papers should follow typical research paper formats and center around analyzing the impact or describing the innovation of new educational practices. These papers should be well informed by published literature and follow formal writing procedures with the inclusion of a thesis or central argument. Topics of interest for this category include but are not limited to:

- Research on an innovative academic or outreach experience contributing to the success of graduate or undergraduate students
- Research on experiences related to being a teaching assistant, lecturer, or course tutor
- Research on innovative, educational, diversity, or other events hosted by an ASEE student chapter

(3) "Student-Led Research on Engineering Education" papers are also welcomed as an opportunity for students to publish research on *any other diverse educational topics* where a student (graduate or

undergraduate) is the primary author and has conducted a significant portion of the research. Sometimes we, as students, are less confident in our ability to publish work that is not as heavily guided and co-produced with a faculty member, so these papers help those ideas be heard and developed in a lower stakes setting. Topics include but are not limited to those detailed in the call for posters on the next page.

(4) “Work in Progress (WIP)” papers will be allowed in this division as full papers. These papers are intended to be submitted by students working on *studies at an early to intermediate stage* for which authors are seeking feedback from the community.

In order to be accepted, all papers must contain an educational component—for example, engineering project papers are **not acceptable. All papers accepted as pertinent for the Best Paper Award for the Student Division.*

Abstract proposals are also required for poster submissions and should follow these guidelines:

Posters are a great way for students to present preliminary work and works in progress to their peers and other experts. **We encourage all graduate students* conducting or exploring engineering education research to submit a poster in order to take advantage of the expert advice that can be provided at poster sessions by faculty and researchers from around the country.** Perhaps you will be presenting elsewhere on work led by your advisor or planning to attend the conference solely as an attendee; however, presenting a poster is a great opportunity for you to put your own research initiatives forward and get feedback and advice from experienced engineering education faculty, researchers, and other graduate students. In addition to providing you with the opportunity to speak with the experts in your research area, poster sessions are a venue to present to and engage with the general ASEE attendee audience. Topics of interest are open to all areas of research in engineering education. Possible research directions include but are not limited to:

- Assessment
- Collaboration
- Design
- Diversity and Equity
- Educational Technology
- Instruction
- Learning Outcomes
- Professional Practice
- Recruitment and Retention
- Identity and Culture

**Undergraduates will also be considered, based on the strength of their submissions*

Abstract Review Process:

Submitted abstracts (250-500 words) must indicate whether it is a paper or poster submission in the first word of the title. Please also include in parenthesis, indicators such as Work in Progress (WIP) or (Diversity)*. Abstracts will receive a double-blind peer review. Pending abstract acceptance, authors will submit a full paper that will receive a separate, double-blind peer review. The reviews are primarily conducted for the benefit of the author and are intended to give the author feedback on research methods and writing style. Pending acceptance of the full paper, authors must present to publish at the conference. Posters **DO NOT** require a full paper for acceptance. Poster publications will undergo a similar review process. Students will be asked to submit an abstract of 250-500 words which will be reviewed in a double-blind peer review. If the poster abstract is accepted, the authors must submit a .pdf of their poster for subsequent peer review. Both the abstract and poster must be accepted to be presented at the conference. See the conference website for more information about formatting and submission guidelines [here](#).

**Titles of abstract submissions should include distinctions between paper or poster, and if it falls into work in progress or diversity categories. (e.g. Paper: Title (WIP), Paper: Title (Diversity), Poster: Title)*

For more information, please contact the Student Division Program Chair:

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