



**Student Division Call for Papers & Posters
ASEE Annual Conference and Exposition
Long Beach, California: June 27-31, 2021**

The *ASEE Student Division* invites abstracts for papers and posters to be presented at the 2021 ASEE Annual conference to be held in Long Beach, California, June 27-31, 2021. Abstract submission opens September 8th and is open through October 12, 2020.

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.

Undergraduate or Graduate students should consider submitting papers that are relevant to addressing problems and sharing experiences within undergraduate or graduate school, innovations in engineering teaching practices or student-led research on engineering education. If you choose to submit, do note that this year **the lead author for each paper must serve as a reviewer for at least one other paper submission**. We also recommend that authors review successful paper submissions from 2020 in the [ASEE Peer Document Repository](#) before submitting.

The division is particularly interested in receiving abstracts for: (1) Research Papers (2) Work-In-Progress Papers and (3) Posters. In order to be accepted, all papers must contain an educational component—for example, engineering project papers are **not** acceptable.

Lastly, there will be a cash reward for the division's overall Best Paper and Best Diversity Paper, as there was for the 2020 conference. Each **reward will amount to \$100 total** and the recipient(s) will also be acknowledged to Student Division members and sponsors at the division's dinner.

Research Papers

Research papers are full papers that address scholarly research in any of the topics following:

(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.

Work in Progress (WIP)

WIP papers are shorter papers (6 pages or less). 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. Papers in this category must have Work in Progress as the first part of the title of their paper, ex: Work in Progress: Lessons Learned from University X’s Engineering Service-Learning Program. WIP in this division are eligible for Best Paper Awards.

Posters

Posters are a great way to present research papers or works in progress papers to the larger ASEE community, as well as, an opportunity to receive feedback and insight from others in the field. Abstracts in this category must have Poster as the first part of the title, ex: Poster: Lessons Learned from University X’s Engineering Service-Learning Program. Topics of interest are open to all areas of engineering education including but, not limited to:

- Assessment
 - Collaboration
 - Design
 - Diversity and Equity
 - Educational Technology
 - Instruction
 - Learning Outcomes
 - Professional Practice
 - Recruitment and Retention
 - Identity and Culture
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Paper 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, and the category it falls into, work in progress or diversity. (e.g. Paper: Title (WIP), Paper: Title (Diversity), Poster: Title). 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.

Poster Abstract Review Process

Posters **DO NOT** require a paper submission 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. 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)

See the Author's Kit for more information about formatting, submission guidelines and deadlines for abstracts, papers and posters [here](#).

Below are important submission dates to note. All deadlines occur at 11:59 PM EST:

Abstract Submissions: Open – September 8, 2020 | Close – October 12, 2020

Draft Paper/Poster: Due – February 8, 2021

Final Paper/Poster: Due – April 26, 2021

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

Adrienne Wheeler | 2021 Student Division Program Chair

Director of Programs | Project SYNCERE

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