



Student Division Call for Papers
ASEE Annual Conference and Exposition
Portland, Oregon, USA: June 23rd-26th, 2024

The ASEE Student Division welcomes Paper and poster submissions for publication and presentation at the [2024 ASEE Annual Conference](#), scheduled for June 23rd-26th in Portland, Oregon, USA.

Key Dates

Abstract submission:	October 1st, 2023 - November 1st, 2023
Accepted Abstract - Full Paper Draft due:	December 1st, 2023 - February 1st, 2024
Revised Draft due:	March 8th, 2024
Final Paper due:	May 1st, 2024

In concordance with the Student Division's primary goals to promote student engagement with ASEE, this division aims to provide some sessions and events to encourage the publication and presentation of student-led research, promote student professional development, and foster communication between students and the larger community of engineering educators.

Undergraduate and Graduate students should consider submitting papers addressing problems and sharing experiences within undergraduate or graduate school, innovations in engineering teaching practices, or student-led research on engineering education. *Please note that new this year, the lead author for each Paper must serve as a reviewer for at least one other paper submission. Additionally, we recommend that authors review successful paper submissions in past years in the [ASEE Peer Document Repository](#).

The Student Division sponsors the "Best Paper Award" and the "Best Diversity Paper Award." Submissions in the "Research Paper" category will be eligible for consideration in both awards. The recipient(s) of these best papers awards will receive a cash prize, an award plaque and will be recognized by Student Division members and sponsors during the division's dinner social event. The selected best papers will also be recommended for the PIC Best Paper Award and ASEE's Best Diversity Paper Award.

All papers must contain an educational component—for example, papers only discussing engineering project content are unacceptable. The division is particularly interested in receiving papers/abstracts for:

1. Research Papers
2. Work-In-Progress Papers
3. Posters

See the information below for detailed requirements and guidelines.

1. **Research Papers** are full papers that address scholarly research within engineering education. These papers are typically 15 pages or less. The session structure will include 15-minute presentations followed by five minutes of moderated Q&A. Topics may include, but are not limited to, the following:
 - a. "Tricks of the Trade" papers should address problems and share experiences within the undergraduate or graduate school, specifically regarding lessons learned along the way. The papers should follow a typical research paper format and be centered around accumulated guidance through educational experiences that can help guide other students with 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/mentoring – choosing a committee, work-life balance, stress management; Advice and best practices for new instructors
 - Experiences related to writing a senior thesis, master's thesis, or dissertation
 - Tips for new ASEE student chapters – lessons learned from your own student chapter on campus or advice for other students looking to start a chapter.
 - b. "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.
 - c. "Student-Led Research on Engineering Education" papers allow students to publish research on any diverse educational topic where a student (graduate or undergraduate) is the primary author and has conducted a significant portion of the study related to the field of engineering education. The papers can be flexible in the format they follow, but they should be well-informed by published literature and follow formal writing procedures. Topics include but are not limited to those detailed in the call for posters (see below).
 - Assessment
 - Collaboration
 - Design
 - Diversity and Equity
 - Educational Technology
 - Instruction
 - Learning Outcomes
 - Professional Practice
 - Recruitment and Retention
 - Identity and Culture

2. **Work-in-Progress (WIP) Papers** are shorter papers intended to be submitted by students working on studies at an EARLY to INTERMEDIATE stage for which authors seek feedback from the community. These papers should not exceed six pages, excluding references. You could consider putting essential but not critical materials in the appendix. The session structure will include 15-minute presentations followed by five minutes of moderated Q&A. Topics may be the same as any presented in the research papers (referenced above). WIP in this division are NOT eligible for the Best Paper Award but qualifies for the Best Diversity Paper Award.
3. **Posters** are a great way to present research papers or work-in-progress papers to the larger ASEE community and an opportunity to receive feedback and insight from others in the field. Abstracts in this category must have a Poster as the first part of the title, e.g., 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

For further research topics to consider, see [here](#).

Abstract Review Process

Authors should submit abstracts ranging from 250 to 500 words. The submitted abstracts will undergo a double-blind peer review process. For an accepted abstract, authors will be expected to submit a full paper that will also undergo a double-blind peer review process. It's important to note that these double-blind peer reviews are primarily conducted to provide authors with valuable feedback on research methods and writing style, ultimately benefiting the author's work.

The first sentence in your Abstract must indicate the category you are submitting to. For example:

- Research Paper: "This research ..."
- Work in Progress (WIP) Paper: "This WIP research..."
- Poster: "This poster..."

For more information about FORMAT and abstract submissions, see [here](#).

Paper Draft Review Process

Submitted papers must adhere to the page limit set in the category descriptions (referenced above). Submitted papers must conform to the same first sentence naming criteria as abstracts. Paper drafts will receive a double-blind peer review based on the following criteria: originality, research approach, result, scholarship, relevance, goals, paper structure, conclusion, and style.

Pending acceptance of the Paper or Poster, authors must present to publish at the conference. For more information about FORMAT and abstract submissions, see: [2024 Annual Conference](#)

For more information, please contact:

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