

Computers in Education Division (CoED) CFP

ASEE 2026 Annual Conference – Charlotte, North Carolina

The Computers in Education Division (CoED) invites the submission of **(1) Full Papers, (2) Work-in-Progress Papers, (3) Workshops, and (4) Panel Sessions** for presentation at the **2026 ASEE Annual Conference** to be held in Charlotte, NC.

The CoED division provides a forum for exchanging ideas in all areas that involve **computers, computational tools, and digital technologies in engineering, technology, and computing education**. The division has recently seen broad **participation from across ASEE disciplines** and it has a strong focus on how computational technologies shape and advance **engineering education**.

Suggested Topic Areas

Papers in any computer-related **engineering education** area are welcome. Topics of particular interest include (but are not limited to):

Artificial Intelligence, Machine Learning, and Intelligent Tools in Engineering Education

- Classroom integration of generative AI, large language models, and intelligent tutoring systems.
- Case studies of AI in assessment, design projects, or adaptive learning systems.
- Ethical considerations, bias, fairness, and responsible use of AI tools.
- Limits and effectiveness of AI in authentic engineering learning environments.

Pedagogy for Computing and Programming in Engineering

- Teaching computational thinking across engineering disciplines.
- Innovations in introductory programming, data structures, and algorithms.
- Cybersecurity, embedded systems, robotics, HDL, computer architecture, and digital systems education.
- Design and delivery of lab-based computing courses, including microcontroller/microprocessor selection and applications.
- Student perspectives on learning strategies and instructional innovations.

Computer-Supported Pedagogy and Emerging Engineering Classroom Technologies

- Online applications and platforms for engineering courses and labs.
- Immersive technologies: augmented reality, virtual reality, and digital twins.
- Internet of Things (IoT) and sensor-based learning environments.
- Learning management systems, mobile computing, and social networking for engineering education.
- Simulation, visualization, animation, and equation-solving tools that support teaching and design.

Learning Analytics and Data-Driven Engineering Education

- Educational data mining and big data analysis of engineering learning outcomes.
- Predictive analytics for competency and skills assessment.
- Micro-credentialing, e-portfolios, and digital tracking of engineering student learning.
- Data visualization techniques for understanding and improving instruction.

Outreach, Early Computing Education, and Broadening Participation

- Teaching computational thinking in K–12 engineering and STEM contexts.

- Formal and informal programming education for pre-collegiate students.
- Computer-supported outreach programs (local, virtual, and global).
- Expanding access to computing and engineering education for learners from groups historically underrepresented in these fields.
- Exploring student perspectives and experiences with computing-supported learning.
- Accessibility tools, universal design approaches, and strategies that support equitable participation for all learners.

Professional Skills and Engineering Workforce Preparation in a Computational World

- Advising practices supported by computational tools.
- Computer-assisted preparation for technical interviews and career development.
- Use of professional tools (CAD, simulation, modeling, verification platforms) in the curriculum.
- Preparing graduates for software-driven and data-centric engineering workplaces.

Types of Submissions

Full Papers

- For reporting on **completed work with results**.
- Maximum **14 pages** (not including references).
- Eligible for the Division's **Best Paper Award**
- Extended versions may be invited for the *Computers in Education Journal*.

Work-in-Progress (WIP) Papers

- For reporting on **early-stage or in-progress work** where results are preliminary or not yet available.
- Titles must begin with **“WIP:”**.
- Maximum **6 pages** (not including references).
- **Accepted WIP papers are presented as posters** in the CoED Poster Session, allowing extended discussion and feedback.
- Eligible for the **Woody Everett Award** (best poster).

Workshops

- 2–4 hours (typically during ASEE workshop slots).
- Proposal (PDF) should describe objectives, schedule, target audience, and organizer info.

Panels

- 90 minutes (conference technical session slot).
- Proposal (PDF) should describe topic, moderator, and panelists (confirmed or planned).

Submission & Review Process

- Submissions begin with an **abstract** (max. 600 words).
- Abstracts and draft papers undergo **double-blind peer review**.
- Please follow ASEE's official **Author's Kit** formatting guidelines.
- CoED is a **publish-to-present division**: papers must be accepted for publication in the 2026 Proceedings, and at least one author must participate in the peer review process.

Key Deadlines (Midnight Eastern Time)

Author Deadlines

- Abstracts: **Wednesday, October 15, 2025**
- Draft Papers: **Wednesday, January 21, 2026**
- Revised Papers: **Wednesday, February 18, 2026**
- Registration: **Wednesday, April 8, 2026**
- Final Papers: **Wednesday, April 29, 2026**

Reviewer Deadlines

- Abstract Reviews: **Wednesday, October 29, 2025**
- Draft Paper Reviews: **Wednesday, February 4, 2026**
- Final Paper Reviews: **Wednesday, March 4, 2026**

Program Chair Deadlines

- Call for Papers Posted: **Monday, August 18, 2025**
- Abstract Decisions: **Wednesday, November 12, 2025**
- Draft Paper Decisions: **Wednesday, February 11, 2026**
- Final Paper Decisions: **Wednesday, March 11, 2026**
- Best Paper to PIC Chair: **Friday, May 15, 2026**

Questions or Submission of Workshop/Panels:

Contact the 2025/2026 ASEE Computers in Education (CoED) Division Program Chair

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