DEED Conference Toolkit

Includes calls for all session types, including panels, papers, posters, and workshops.

Our Purpose

To disseminate knowledge, learning, and best-practice experiences that improve the quality of engineering design education proficiencies and pedagogy.

Our division addresses *educational and research processes* relevant to the design engineering community, encompassing both *engineering design educators and research practitioners*.

We welcome professional, graduate, and undergraduate practitioners, educators, and researchers.

2026 Annual Conference & Exposition

The Design in Engineering Education Division looks forward to seeing you in Charlotte, North Carolina!

Programs Chair: Russell K. Marzette Jr. / marzette.1@osu.edu

Programs Chair Elect: Julian Lippmann / jxl2336@miami.edu

2026 Annual Conference & Exposition
Joining us in
Charlotte, North Carolina,
June 21–24.

Key Dates and Deadlines

Authors mark your calendars!

- August 18, 2025: Call for papers available
- September 17, 2025: Abstract submissions open
- October 15, 2025: Abstract submissions due
- January 21, 2026: Draft papers due
- February 18, 2026: Revised papers due
- April 29, 2026: Final papers due

*Attendee registration opens
September 1, 2025.*

DEED Conference Programming

Workshop

Panel

Podium Sessions (Full Papers)

Post Card Sessions (WIPs)

Poster Sessions (Full & WIPs)

Distinguished Lecture

Business Meeting

DEED Social Mixer

WIP = Work in Progress Publication
WIPs may be elevated to a Podium based upon content.

DEED Thematic Areas

Note: Please specify in the tags area of your submission which thematic area(s) you are submitting under. Descriptions are provided in the appendix.

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Education Pathway Elements & Transitions	Teaching Curriculum & Pedagogy	Design Methods Frameworks & Mindsets	Teaming Pedagogy & Leadership Development
Technology & Modality	Partnerships Communities & Contexts	Assessment Evidence & Research Methods	Values Justice & Ethics

All thematic areas pertain to engineering and product design, or related design specialties. Thematic areas are intended to be broadly inclusive. If you have questions regarding alignment, please contact the DEED program chair.

DEED Session Details and Guidelines

- Publish to Present and Review to Publish Guidelines
- Session Assignment and Manuscript Requirements
- Podium, Postcard, and Poster Sessions
- Workshops
- Panels and other Special Sessions

DEED Session Details and Guidelines
Publish to Present and Review to Publish Guidelines
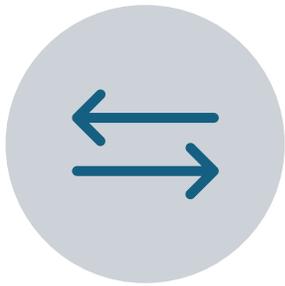
Publish to Present. ASEE mandates a publish-to-present policy across all divisions. To present at the Annual Conference or be included in the Conference Proceedings, a paper must complete peer review and be accepted for publication. This mandate comes from the ASEE Board of Directors.

Review to Publish (DEED). In addition to ASEE's requirement, DEED requires authors to support "Review to Publish" at both the abstract and manuscript stages. *For the 2025-2026 cycle, abstract reviews will be fully assigned by October 16 and due October 29, and blind manuscript reviews will be fully assigned by January 22 and due February 4.* Authors may be required to review up to two abstracts and manuscripts.

DEED Session Details and Guidelines
Session Assignment and Manuscript Requirements

Session Assignment. By default, DEED papers are placed in either a podium session or a postcard poster session. Full papers have priority for podium slots, and Work-in-Progress papers have priority for postcard poster slots. Authors may request to be assigned to the Poster Session by contacting the Program Chair. Any accepted paper may be assigned to a Podium or Postcard Session, even if it is not a Work in Progress.

Manuscript Requirements and Revisions. All DEED manuscripts must be complete at submission and meet scholarly writing standards, including editing, reference formatting, and inclusion of all results. Authors should make no substantial changes except those responding to reviewer comments. Papers with incomplete sections may be redirected as Work-in-Progress or asked to resubmit in a later year.

DEED Session Details and Guidelines

## Podium, Postcard, and Poster Sessions

Work-in-Progress (WIP) Policy. DEED accepts completed and WIP papers. WIP submissions are identified in the system and in the title. They are included in the proceedings and are typically presented in Poster or Postcard sessions to gather early feedback.

Podium Sessions. Podium sessions are traditional talks held during division technical sessions. Each 90-minute session includes about six papers. Presenters have 10 minutes to present and 5 minutes for questions and answers. These are best for detailed research or curricular innovations.

Postcard Sessions. Postcard sessions feature quick, conversational pitches of up to 5 minutes using two slides (front and back). Attendees can follow up with authors and revisit the postcards. Each session includes eight papers.
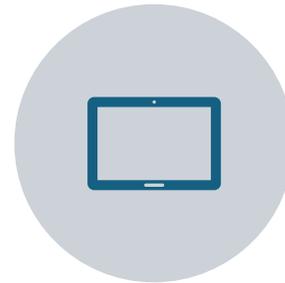
Poster Session. The poster session is held over lunch in the convention hall. It provides a large-format, public venue for presenting research and course innovations. Authors stand by their posters for the full session to engage attendees.

DEED Session Details and Guidelines
Workshops

DEED accepts proposals for workshops in the same topic areas as papers. *Please email the Program Chair to state your intent and then submit an NEMO abstract.* The DEED board will recommend proposals to ASEE that best align with ASEE guidelines and the interests of its divisions.

- **Workshop Sessions.** The abstract must include a title, a brief description (maximum 200 words), learning objectives, expected outcomes, and the names and emails of all facilitators. It should identify the intended audience and estimated headcount. It should include a list of collaborations with ASEE divisions or outside entities. Please include a schedule showing how the 2.5-hour workshop time will be allocated and disclose any funding sources for workshop materials (e.g., NSF grant number, corporate sponsorship, division funding, etc.). Identify any similar prior ASEE workshops.

- DEED encourages collaboration and recommends that organizers develop sessions in collaboration with DEED for the best results. DEED-sponsored and promoted workshops must be approved in collaboration with DEED.

DEED Session Details and Guidelines
Panels & other Special Sessions

DEED accepts proposals for panels and special sessions on the same topic areas as papers. *Email the Program Chair to state your intent and submit a NEMO abstract (see below).* The DEED board will review and recommend submissions to ASEE, aligning with ASEE guidelines and division interests.

- **Panel and Special Sessions.** An abstract must be submitted that includes the title, objective, description, speakers or facilitators, estimated headcount, and a list of any prior similar ASEE sessions that have been hosted. Please indicate the session type and reason (e.g., "Panel" or "Roundtable," etc.) and provide a reasoning for the specific format type. Please include any funding sources for workshop materials (e.g., NSF grant number, corporate sponsorship, division funding, etc.). Identify any similar prior ASEE workshops.

- DEED encourages collaboration and recommends that organizers develop sessions in collaboration with DEED for the best results. DEED-sponsored and promoted workshops must be approved in collaboration with DEED.

DEED Thematic Areas

Theme	Description (education + educational research)
Education Pathway Elements & Transitions	This theme addresses how learners are scaffolded through engineering and product design programs. Including programs, curriculum, and courses targeting specific stages in the education pipeline. For example, pre-college programs, first-year engineering course sequences, upper-division courses, capstone design, graduate design sequences). Also, include are bridge/transfer models.
Teaching, Curriculum, Pedagogy	This theme addresses program and course design related to engineering and product design. It includes methods of teaching, implementation and study of learning objectives, methods of evaluation, instructor development, or design-based research or case studies that include measured student learning.
Design Methods, Frameworks, & Mindsets	This theme addresses how we teach and research the teaching and learning of engineering and product design methods in engineering education. The includes areas such as design methodologies, design for X (DfX), requirements derivation and specification, systems thinking, human and user centered design, design thinking, ideation methods, decision making, entrepreneurial and innovation mindsets.

DEED Thematic Areas (continued)

Theme	Description (education + educational research)
Teaming Pedagogy & Leadership Development	This thematic area addressed how student design teams are formed, supported, and evaluated. The includes teaming, peer and self-evaluations, basic project management, role and leadership development, decision making and gating practices, coordination and accountability (e.g. configuration control, traceability), and cross-cultural teaming.
Technology & Modality	This theme addresses the use of different technologies and settings to teach engineering and product design. It includes the study of the teaching and learning that use these technologies or occur in these modalities (eg. computer aided design, instrumentation, data management practices, AI literacy and utilization in design, remote and hybrid based design, accessibility, and learning analytics for feedback). The emphasis is placed on pedagogy and learning impact.
Partnerships, Communities, & Contexts	This theme addresses how we teach engineering and product design in partnered settings and study the teaching and learning in those settings. Includes community-engaged projects, industry-sponsored projects pedagogy, interdisciplinary/multidisciplinary, and global collaboration.

DEED Thematic Areas (continued)

Theme	Description (education + educational research)
Assessment, Evidence & Research Methods	This theme addresses the measurement of learning and program impact relative to engineering and product design. It explores how design knowledge, learning, and application are measured, assessed, and studied. This includes methods of data gathering and analysis, assessment of student learning outcomes and student experience.
Values, Justice, & Ethics	This theme covers teaching and research addressing engineering responsibilities in engineering/product design courses and programs. For example, sustainability, safety and standards/compliance, academic integrity, justice-centered and inclusive design, belonging and student-centered approaches.