



Student Division Call for Papers
ASEE Annual Conference and Exposition
Salt Lake City, Utah, June 24th-27th, 2018

The ASEE Student Division invites abstracts for papers and posters to be submitted for presentation at the 2018 ASEE Annual Conference to be held in Salt Lake City, Utah, June 24th-27th. Serving as a means for students to become involved with ASEE, the Student Division aims to provide multiple sessions and events that encourage publication and presentation of student research, enhance student professional development, and promote communication between students and the greater engineering education community.

Abstract Submissions: Open – September 5th, 2017

Call for Papers*

“Tricks of the Trade”: This session papers should focus on addressing problems and sharing experiences within undergraduate or graduate school, specifically regarding tricks of the trade/ lessons learned along the way. These papers should be centered around tips and tricks that students have accumulated through their own backgrounds that can help guide other students who may be going through similar experiences. These papers should still be well-formed and follow formal writing procedures with the inclusion of a thesis or central argument. Topics of interest include, but are not limited to:

- Communicating to an audience/writing for publication
- Discussion of innovative academic or outreach experiences contributing to your success as a graduate or undergraduate student
- Advice for new graduate students/mentoring – choosing a committee, work life balance, stress management; Advice and best practices for new instructors
- Research or experiences related to being a teaching assistant, lecturer, or course tutor
- Experiences related to writing a senior thesis, master’s thesis, or dissertation

Student-led Research on Engineering Education: For this session, the student division welcomes engineering education research on diverse 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 in a lower stakes setting. For instance, it could be a great venue for showcasing the output of a graduate methods class project. Works in Progress papers are also allowed in this division as full papers. Topics of interest include, but are not limited to, those listed in the call for posters on the next page. Papers based on diversity are also encouraged by ASEE and one paper will be awarded as the best diversity paper by the student division.

Abstracts must be 250-500 words and 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 as a way to gain feedback on research methods and writing style. Pending acceptance of the full paper, authors must present to publish at the

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.*

conference. See the conference website for more information about formatting and submission guidelines: (<https://www.asee.org/conferences-and-events/conferences/annual-conference/2018>).

Engineering Education Graduate Research Consortium: Call for Posters

Posters are a great way for students to present preliminary work and works in progress to their peers and other experts. The Student Division will be partnering with other divisions to create in order to incite greater feedback to students. We encourage **all graduate students* conducting or exploring engineering education research** to submit to it in order to take advantage of the expert advice that will be provided by faculty and researchers from around the country. Perhaps you will be presenting elsewhere in the conference on work led by your advisor or planning to attend the conference solely as an attendee; however, this session 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 on your work. In addition to providing you with the opportunity to speak with the experts in your research area, this session is 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

For further ideas in each topic area, see: <http://taxonomy.engin.umich.edu/activities/2013-fje-draft-taxonomy-v5/> ..

Posters submitted to the Student Division Engineering Education Graduate Research Consortium **DO NOT** require a full paper for acceptance. Similar to a conference paper submission, students will be asked to submit an abstract of 250-500 words, which will reviewed in a double-blind peer review. If an abstract is accepted, the authors must submit a PDF of their poster for subsequent peer review. Both the abstract and final poster must be accepted to present at the conference. For more information about formatting and abstract submissions, see: (<https://www.asee.org/conferences-and-events/conferences/annual-conference/2018>). **NOTE: When submitting papers to this consortium, please put EEGRC Poster in the title of your submission and in the header of your document**

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

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

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