CEEA-ACEG 2018 Annual Conference: Call For Papers

Important Information:

Important Dates:

- CEEA-ACEG 2018 - June 3-6, 2018 in Vancouver, British Columbia
- Acceptable contributions to the conference are in the format of poster presentations, "lightning talks" for themed sessions, or podium presentations.
- Extended abstracts are required for all types of presentations and workshop proposals and are due: **January 7th 2018**
- Papers from authors opting to undergo a full peer-review process due: **February 18th, 2018**
- Notification of acceptance for peer-reviewed papers and extended abstracts: **March 14th, 2018**
- Registration opens: **April 2nd, 2018**
- Final submission of all papers: **April 29th, 2018**

Call for Papers

CEEA-ACEG 2018

The 2018 *Canadian Engineering Education Association/Association Canadienne de l'Éducation en Génie*'s Annual Conference will be held at the University of British Columbia, in Vancouver, BC, from June 3-6, 2018, with the theme of "Building a Foundation for Student Success." Engineers will form an integral part of the global leadership team that will grapple with the difficult challenges of the 21st century. To ensure they are successful in these tasks, we must, in addition to providing technical training, foster the development of wide range of educational, career, and

life competencies in our students. Come join us for important conversations about practices and strategies that positively impact student abilities, resourcefulness, persistence, and success.

Call for Papers: We invite papers written in English or French on all topics of engineering education. Attendees will have an opportunity to showcase, learn about, and discuss engineering education through a variety of session types. Participants will be asked to classify their work into one of two streams (teaching practice or educational research), and to identify their preferred presentation mode. As a new addition this year, those who wish to present more rigorous, extended, or research-based work can opt to have a paper fully peer-reviewed.

Both streams cover works relating to teaching, learning, assessment, accreditation, student support, professional development, and other aspects of engineering education. The differences in the streams are as follows:

- **Engineering Education Practice ("Practice"):** includes accounts of innovations, experiences, and evidence-based practices in engineering education.
- **Engineering Education Research and Research-Informed Development ("Research"):** includes reports of rigorous investigations, meta-analyses, and data-informed development of new methods, tools, and frameworks.

Sessions will be 80-90 minutes in length, with three different presentation modes:

- **Poster Sessions:** These sessions are designed to facilitate dialogue between presenters and audience members. The poster sessions are primarily intended to support work in the "Teaching Practice" stream, including innovations, experiences, and practices at the classroom-level. The sessions are also intended for the dissemination of "Research" works in progress.

- **"Lightning Talk"-Themed Sessions:** These sessions include four to six brief (6 minutes + nominally 4 minutes Q&A) "lightning talk"-style presentations grouped around a common theme. In many cases, these sessions will conclude with a 10-20 minute speaker-led panel discussion. This format is primarily intended for evidence-based or data-informed work in the "Practice" stream, or for topics intended to stimulate discussion or audience participation. "Research" papers will also be considered for these sessions.

- **Podium Talks:** These sessions are primarily reserved for rigorous work in the "Research" stream and highly innovative work in the "Practice" stream. These are longer talks (10-15 minutes + 5 minutes Q&A) that aim to present larger-scale, completed work.

Presenters will be sorted into the different categories based on their ranked preference, the criteria listed above, availability, and session themes.

Extended Abstract Submission

All authors, regardless of stream or presentation type, are invited to submit a **one-page extended abstract** (approx. 500 words) via [EasyChair](#) by **January 7th, 2018**, alongside a declaration of (A) appropriate stream and (B) preferred presentation mode(s). All abstracts will be reviewed and evaluated based on how clearly they address the following elements, as appropriate:

- Motivation for the work (as part of this, papers and posters are expected to include relevant references to the literature)
- Clear conceptual/theoretical framework
- Clear description of method and methodologies
- Results/conclusions of interest to the membership

Authors may decide whether or not to submit their papers for a full peer-review process by indicating their preference on EasyChair.

Paper Submissions

Non-peer-reviewed Submission: All extended abstracts will be reviewed, and feedback on their content will be provided to authors. Authors of accepted abstracts will be invited to submit full papers of 4-8 pages or PDF versions of their final poster (if applicable) by **April 29th, 2018**, for inclusion in the conference proceedings. For poster presenters only, full papers are not mandatory, but are strongly encouraged and would accompany the poster in the conference proceedings. Note that the final papers will not be further reviewed and are not considered to be peer-reviewed.

Peer-reviewed Submission: Participants opting for the peer-review process must indicate this when submitting their extended abstract by the stated deadline. These extended abstracts will be reviewed for their overall suitability in the conference, and then authors will be invited to submit their full 4-8 page papers by the earlier deadline of **February 18th, 2018**. These papers will be evaluated based on the criteria listed above, and will either be accepted, accepted with minor or major revisions, or not pass the peer review process. Accepted papers will be published in the conference proceedings and may be claimed as peer-reviewed. Papers that do not pass peer-review may, based on the suitability and relevance of the work, be accepted for participation in the conference but may not claim to be fully peer-reviewed. The final version of a peer-reviewed paper is due on **April 29th, 2018**.

All papers should follow the full paper template, which will be provided to authors with the abstract acceptance email, and will also be accessible on the CEEA-ACEG website.

Final papers should be submitted via EasyChair by accessing your submission and selecting "Update file" from the top right menu. Having uploaded your final paper, you will also need to agree to CEEA-ACEG's Right to Publish. Access the Right to Publish by selecting "Update information" (again, through your original submission) and scrolling down to the Right to Publish

field. You must confirm that you have read this statement to be included in the conference proceedings.

Other Opportunities:

A. Workshops:

We invite proposals for workshops covering relevant aspects of teaching and learning in engineering. Workshops on practices that positively impact student abilities, resourcefulness, persistence, and success are particularly sought. Topics of interest include the following:

- Initiatives to support diversity in engineering.
- Support of student mental and emotional wellness.
- Initiatives for co-curricular student development.
- Engineering education research (EER) methods.
- Best classroom practices in engineering.
- Implementation of educational technologies.
- Continual improvement based on CEAB graduate attributes analysis.

Workshops typically last 90 minutes. Proposals for workshop series spanning two or more 90-minute periods will be considered. All regular workshops are scheduled for Sunday, June 3.

Proposals for workshops can be submitted by completing this form https://survey.ubc.ca/s/ceea2018workshops/ by January 7, 2018.

B. CEEA-ACEG Institute for Engineering Teaching and Educational Research (IETER)

Begun in 2017, the CEEA-ACEG Institute workshops are opportunities to dive deeper into the practice of teaching and course design and/or education research, all with a distinct engineering focus. New this year, the Engineering Teaching Institute will have a conference-integrated format, with opportunities for mentoring and other enrichment.

1. Principles and Practices for Engineering Course Design Series: A cohesive set of workshops for both new and experienced faculty to learn more about effective, research-informed teaching practices and course design methods. This series of six integrated workshops will run in the mornings over the conference (June 4-6), providing an opportunity to learn a wide range of topics as well as to engage with colleagues from across the country during the main conference program. Facilitated by experienced engineering faculty along with experts in teaching and learning, participants will leave with concrete directions for the upcoming

academic year. Mentoring and networking activities will be added to the series to further enhance the workshop and conference experience for participants. *(The majority of the seats will be reserved for participants completing the entire series, however some seats may be available for those interested in one particular session.)*

2. Getting Started with Engineering Education Research Workshop: This all-day workshop will run concurrently with the shorter workshops on Sunday, June 3. The goal of this session is to provide support and instruction in setting up and running a research study in engineering education. Participants will learn about methods used in rigorous engineering education research, and will have practice developing a research question and designing a research study plan.

C. Undergraduate Student Poster Competition

As part of the student program at the conference, undergraduate students are encouraged to create a poster and enter it in competition. The poster should showcase the student's involvement in a project that contributes to the understanding or improvement of the educational experience for Engineering students. Undergraduate students who enter the competition will receive free conference registration (includes lunch). One winner, and two runners-up, will be chosen. Details of the submission process will be announced in the near future.