CEEA-ACEG 2019 Call for Papers
Contributions to the conference are in the format of posters, presentations or panel discussions.

Important Dates:

CEEA-ACEG 2019 – June 9–12, 2019 in Ottawa, Ontario

- Extended abstracts for all types of presentations and workshop proposals due: **January 7, 2019**
- Papers from authors opting to undergo a full peer-review process due: **February 18, 2019 (no extensions)**
- Notification of acceptance for extended abstracts: **March 14, 2019**
- Notification of acceptance for peer-reviewed papers: **March 28, 2019**
- Registration opens: **April 2, 2019**
- Final submission of all papers: **May 6, 2019**

The Annual Conference of the Canadian Engineering Education Association will be held at the University of Ottawa, Ottawa, ON, from June 9–12, 2019, with the theme of "Learning to learn." This overarching theme will be supported by the following sub-themes, all of which will help direct the organization of the conference into its various sessions: Engaging the Broader Engineering Community; Facilitating Student Engagement; Creativity and Innovation in Engineering; Pedagogy in Engineering; New Teaching and Learning Paradigms; The Engineering Design Experience; The First Year Student Experience; Towards an Outcomes-Based Education: Approaches, Assessment and Accreditation.

Engineers will form an integral part of the global leadership team that will handle 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 a 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.

Authors submitting full papers will be provided feedback and will have until May 6, 2019, to submit a final paper with revisions, if revisions were requested. Authors who attend to the requested revisions will have their papers marked as "peer reviewed" in the conference proceedings. Authors who are not requested to complete revisions will also have their papers marked as "peer reviewed" in the conference proceedings. Authors who decide not to submit a revised paper will still be invited to participate in the conference, without the "peer reviewed" indication in the conference proceedings. All CEEA-ACEG authors will be required to review two abstracts and papers.

Both streams cover works that relate 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 ("Research"):** includes reports of thorough 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.
- **Podium Talks:** These sessions are reserved for work in either "Research" or "Practice" streams. These are 10 min. (+ 5 minutes Q&A) that aim to present larger scale, completed work. Presenters

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

- **Panel discussion**: Panel discussions are designed to facilitate dialogue between panellists from different institutions, different sectors (for example industry and academia) and audience members. In the case of a panel proposal, the moderator will need to coordinate with the panellists and send a proposal including the name of the panellists and the abstract.

Extended Abstract Submission: All authors, regardless of the stream or presentation type, are invited to submit a one-page extended abstract (approx. 500 words) via EasyChair by January 7, 2019, alongside a declaration of (A) appropriate stream and (B) preferred presentation mode(s). All abstracts will be reviewed and evaluated based on how 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
- Comprehensible description of method and methodologies
- Results/conclusions of interest to the membership

For panel discussion and poster sessions, full papers are not mandatory, but are encouraged.

Peer-reviewed Paper Submission: The abstracts will be reviewed for their overall suitability in the conference. Authors will then be invited to submit their full 4–8 page papers by a subsequent deadline of February 18, 2019. These papers will be evaluated based on the criteria listed above, and will either be accepted, accepted with revisions, or not pass the peer review process. Accepted papers will be published in the conference proceedings and marked peer reviewed. The final version of peer-reviewed papers is due on May 6, 2019. In addition, each author will need to agree to review two (2) other paper submissions if they wish for their paper to be published in the proceedings as a "peer-reviewed" paper.

OTHER OPPORTUNITIES:

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

- Engineering education research methods;
- Best-in-class engineering education practices or teaching tools;
- Implementation of educational technologies;
- Best practices in professional development for engineers;
- Professional development needs identified by practicing engineers and employers;
- Initiatives that support diversity in engineering;
- Support of student mental and emotional wellness;
- Initiatives for co-curricular student development;
- Continual improvement based on CEAB graduate attributes analysis.

Workshops last 90 minutes. Proposals for workshops spanning two or more 90-minute periods will be considered. All regular workshops are scheduled for Sunday, June 9, 2019.

Workshop proposals can be submitted by completing the following form (deadline January 7, 2019):

https://easychair.org/conferences/?conf=ceeaaceg2019

Workshops will be considered based on clarity, level of detail, interactivity and relevance to engineering education.

B. CEEA-ACEG Institute for Engineering Teaching and Educational Research (IETER): 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. The IETER will run on Saturday, June 8, and further details will be published prior to the commencement of conference registration.

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 will provide an opportunity to learn a wide range of topics, as well as to engage with colleagues from across the country. 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.
2. *Getting Started with Engineering Education Research Workshop*: 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 practise 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.