Review Rubric for the Engineering Education Scholarship of Teaching and Learning (SoTL) submissions (both the structured abstract and the full paper)

About the reviewer (conflict/expertise question first)	High	Moderate	Low
Reviewer's expertise on the topic	0	0	0
Structured Abstract Review	Yes	No - Needs	
		Improvement	
Background (6/0)	0	0	
Is the context of the work described? (3/0)			
Is the motivation for the work described? (3/0)			
<u>Purpose (6/0)</u>	0	0	
Is the purpose of the project/intervention/practice clearly			
described? (6/0)			
Approach/Design/Method (6/0)	0	0	
Is an overview of the project/intervention/practice clearly included?			
(2/0)			
Is the work connected to relevant literature? (2/0)			
Are appropriate methods being used for the project/study? (2/0)			
Results/Outcomes/Findings (6/0)	0	0	
Is the (anticipated) impact of the project/intervention/practice			
clearly discussed?*(2/0)			
Are the findings discussed in relation to relevant literature? (2/0)			
Are alternative interpretations, counter arguments, bias, reliability,			
or validity discussed as appropriate? (2/0)			
Conclusions (6/0)	0	O	
Do the conclusions follow from the analysis and the discussion?(2/0)			
Do the conclusions contribute valuable insights and/or have			
implications into teaching/learning/researching engineering			
education? (2/0)			
Are reflections on the (anticipated) learnings of the project/			
intervention/practice included in the concluding discussion? (2/0)			
Coherence among all the components (3/0)	0	0	
Are the elements of the project/study (i.e., purpose, design,			
methods, etc.) aligned? (3/0)			
Overall quality (3/0)	0	О	
Do the (proposed) method and analysis fit with the expectations of			
scholarly work? (3/0)			
	Yes	No -Needs	
		Improvement	
Does the submission fit within the field of engineering education?	0	0	
Does the submission connect to the conference themes (i.e.,	0	0	
Stakeholders, Partners, Collaboration, Engagement, and Inclusion)?			

^{* &}quot;Anticipated impact of the project/intervention/practice" and "Reflections of the anticipated learnings of the project/intervention/practice" for the review rubric of the structured abstract; "Impact of the project/intervention/practice" and "Reflections of the learnings of the project/intervention/practice" for the review rubric of the full paper.

Recommendation
O Accept
O Accept as written, subject to minor changes – please suggest what to change in the
"Comments to the Author(s)" box below.
O Needs major revisions – please detail what revisions are required in the "Comments to the Author(s)" box below.
O Reject – please explain the rationale in the Confidential Comments to the Organizing
Committee and in the Comments to the Author(s) boxes below.
Comments to the Author(s) (required). Please include constructive and actionable suggestions for improvement to all areas noted as needing improvement above.
Confidential Comments to the Conference Organizing Committee (required if rejecting)

Review Rubric for the Engineering Education Research submissions (both the structured abstract and the full paper)

Reviewer's expertise on the topic Structured Abstract Review Structured Abstract Review Structured Abstract Review Structured Abstract Review Personal (6/0) Is the context of the research described? (2/0) Is the motivation for the research described? (2/0) Is the motivation for the research described? (2/0) Is the research gap and/or contribution to the literature/field described? (2/0) Is the purpose of the study, research questions, or hypothesis clearly described? (6/0) Text label "Only answer for Research or Review Paper. Please use N/A to answer questions for the other type of paper" Is a conceptual or theoretical framework clearly included? (2/0) Is the data collection method (e.g., survey, interview, artifact) clear? (2/0) Are the analysis methods (e.g., coding, statistical methods) appropriate? (2/0) Are the methods used to identify primary studies to be included clear? (2/0) Are the inclusion/exclusion criteria described? (2/0) Are the methods used to synthesize primary studies clear? (2/0) Are the findings of the study clearly presented?* (2/0) Are the findings of the study clearly presented?* (2/0) Are the findings of the study clearly presented?* (2/0) Are alternative interpretations, counter arguments, bias, reliability, or validity discussed as appropriate? (2/0) Conclusions (6/0) Do the conclusions follow from the analysis and the discussion? (3/0) Coherence among all the components (63/0) Are the elements of the study (purpose, design, methods, etc.) aligned? (3/0) Overall quality (3/0) Overall quality (3/0) Does the proposed method and analysis fit with the expectations of scholarly work? (3/0)				
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	Yes	No -Needs	
		Improvement	
Does the submission fit within the field of engineering education?	0	0	
Does the submission connect to the conference themes (i.e.,	0	0	
Stakeholders, Partners, Collaboration, Engagement, and Inclusion?			

^{* &}quot;Anticipated findings of the study" and "Discussion of the anticipated findings" for the review rubric of the structured abstract; "Findings of the study" and "Discussion of the findings" for the review rubric of the full paper

Recommendation
O Accept
O Accept as written, subject to minor changes – please suggest what to change in the "Comments to the Author(s)" box below.
O Needs major revisions – please detail what revisions are required in the "Comments to the Author(s)" box below.
O Reject – please explain the rationale in the Confidential Comments to the Organizing Committee and in the Comments to the Author(s) boxes.
Comments to the Author(s) (required). Please include constructive and actionable suggestions for improvement to all areas noted as needing improvement above.
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