**Research in Engineering Education Symposium – Australasian Association for Engineering Education Conference 2021**

**Call for Papers and Workshops R1**

The Research in Engineering Education Symposium and Australasian Association for Engineering Education Annual Conference (REES AAEE 2021) will be held jointly on 5-8 December 2021:

* face-to-face at The University of Western Australia, Perth, Western Australia
* hybrid during Perth business hours, and
* online outside Perth business hours.

We are delighted to invite submissions of papers and workshop proposals.

**Paper and Workshop Sessions**

Themed clusters of papers will be presented in 90-minute sessions including a 3-minute recording for each paper followed by discussion on all papers in the session, and culminating in an output for other sessions on the theme. Each paper will be presented and discussed in a hybrid session and in an online session at a time suitable for participants sleeping during daylight in Perth. Paper sessions on the same theme will be connected throughout the conference.

Workshops will be 90 minutes. Workshop proposers may nominate their preference for their workshop to be facilitated face-to-face in Perth, facilitated in hybrid mode during Perth business hours, or online only out of Perth business hours.

**Submission Categories and Stages**

Submissions are invited in two stages.

1. Abstracts for papers are invited for review to provide authors with advice on scope and quality.
2. Papers, and workshop proposals, are invited for review.
   1. Research papers (jointly for REES AAEE)
   2. Practice paper (for AAEE only)
   3. Workshop proposals (face-to-face; hybrid; or online only)

Submission deadlines are listed on the [conference homepage](https://rees-aaee21.org/) (https://rees-aaee21.org/)

Accepted papers and workshops will be presented/facilitated at the conference by registered participants. Registration is joint for REES AAEE 2021.

**Templates and Submission Portal**

Authors must follow the templates available on the conference website. All submissions are made at [https://easychair.org/conferences/?conf=reesaaee2021](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feasychair.org%2Fconferences%2F%3Fconf%3Dreesaaee2021&data=04%7C01%7Csally.male%40uwa.edu.au%7Cf37bbe7d0d94407f11fa08d8e438ecb3%7C05894af0cb2846d8871674cdb46e2226%7C1%7C0%7C637510280423629420%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=XqBTfamDVMaLeqwxw%2B0K0D%2BNqo87Vdy%2F4p%2B8u4KunsY%3D&reserved=0).

**Review Criteria**

The review criteria for the two categories of papers are presented in Table 1.

Table 1. Paper Review Criteria

|  |  |  |
| --- | --- | --- |
| **Criterion** | **For Review of Research Papers** | **For Review of Practice Papers** |
| **1. Focus of the Paper** | The paper clearly describes the research question OR hypothesis and explains the implications of the project to research and/or practice. | The paper focuses on an aspect of academic practice, including the goals or intended outcomes, and explains the implications of this work (e.g. consideration of whether the findings could be applied elsewhere, or how the work reflects on existing literature in the field). |
| **2. Relevance** | The paper clearly relates the work undertaken to relevant discussions in the literature and other disciplinary literature as required; and describes its contribution to these discussions. | The paper relates the work done to existing relevant published literature and establishes the significance of the academic practice to engineering education. |
| **3. Approach** | The paper clearly describes and justifies the appropriateness of the overall approach, which could include designs, methods, theories and analytic processes; and discusses the limitations of the study. | The paper describes and justifies the appropriateness of the overall approach, which could include designs, methods, conceptual frameworks and analytical processes that have guided the design, implementation and evaluation of the work undertaken. |
| **4. Argument** | The paper clearly presents novel ideas or results of significance to others that are supported by convincing evidence, and clearly reasoned, illustrating the connection between claims and evidence. | The paper reflects on the strengths and limitations of the work done, based on the initial goals and evidence from the evaluation process, and provides recommendations for academic practice. |
| **5. Writing Quality** | The paper is written in appropriate English language of a sufficient standard to enable the reader to make sense of it. | The paper is written in appropriate English language of a sufficient standard to enable the reader to make sense of it. |

**Conference Theme *Engineering Education Research Capability Development***

The conference theme is *Engineering Education Research Capability Development*. Authors are invited to nominate one of four sub-themes in their submissions. The sub-themes are related, and Theme 4 is open to all topics on engineering education. The themes are:

1. OUTCOMES of engineering education research
2. WHO does engineering education
3. HOW engineering education research is undertaken
4. Engineering education STUDIES

Sample topics for each theme include and are not limited to the following.

1. OUTCOMES: Why engineering education research is needed; what engineering education research is needed; for whom is engineering education research; impact of engineering education research
   * Problems that engineering education researchers should address
   * Funding
   * Impact
   * Publication
   * Dissemination
   * Reviewing
   * Engaging teachers in engineering education research
2. WHO: Who does engineering education research? With whom? When? Where?
   1. Diversity and inclusion in engineering education research practice
   2. Engineering education research capability development in regions
   3. Engineering education research capability development in institutions
   4. Supporting student researchers
   5. Removing institutional barriers
   6. Recognition
   7. Transitioning from engineering to engineering education research
   8. Diversity in engineering education research development
   9. Mentoring
   10. Sponsorship
3. HOW: How engineering education research is undertaken
   1. Methodologies
   2. Theoretical and methodological development
   3. Quality
4. STUDIES: Engineering education research on any topic outside those above

**Special Issue**

Aligned with REES AAEE 2021, papers are invited for a special issue of the [*Australasian Journal of Engineering Education*](https://www.tandfonline.com/toc/teen20/current) on the theme ‘Engineering Education Research Capability Development’. Full papers for the journal special issue must be received by 31 July 2022 for consideration for review. Participants in the REES AAEE 2021 themed interactive paper sessions are invited to develop papers through collaboration during and following the paper sessions. Additionally, papers may be expanded from a research paper presented at REES AAEE 2021, or they may be original papers on the theme. Paper should adhere to the Journal’s author guidelines.

Sally Male and Andrew Guzzomi, REES AAEE 2021 Conveners