

Call for Papers

The **Division of Experimentation and Laboratory-Oriented Studies (DELOS)** invites abstracts for papers for the 2016 ASEE Annual Conference. DELOS is a multidisciplinary division devoted to innovations and best practices for laboratory instruction.

Papers addressing, but not limited to, the following topics are requested: computer-assisted data acquisition; virtual and remote experiments and laboratory instruction; unique, multidisciplinary laboratory experiments and programs; laboratory exercises or design projects that use microprocessors (Arduino, Beagle Bone, Raspberry Pi, Android, etc.), horizontal or vertical curricular integration of laboratory experiments and courses; inquiry-based laboratory exercises; integration of laboratory experiments and courses in an online or MOOC environment; and the pedagogy and best practices of laboratory courses. Attendees at DELOS sessions have expressed strong interest in the hands-on aspects of instruction, which is especially relevant to laboratory instruction. Papers describing the implementation, assessment, and integration of hands-on exercises with laboratory or lecture-based classes are encouraged.

DELOS sponsors technical sessions with traditional stand-up technical presentations and Bring Your Own Experiment (BYOE) sessions at the ASEE Annual Conference. DELOS, following a decision by ASEE, will now consider Work-in-Progress (WIP) papers for the technical presentation sessions. Papers considered for both types of sessions use the standard review process for ASEE Conference papers, but with slightly different review criteria. The criteria for the WIP papers will be slightly relaxed compared to the non-WIP papers submitted for the technical presentation sessions. The BYOE sessions involve live demonstrations of laboratory exercises. The content of the papers in BYOE sessions focus more on implementation, which includes fabrication, deployment, and student usage in addition to the underlying pedagogy.

DELOS sponsors four (4) Best Paper Awards consisting of certificates and cash prizes. All papers submitted to the division, including BYOE papers, will be considered for these awards. Preliminary screening for Best Paper Awards will be based on the first full-length draft submitted for review after the abstract has been accepted.

Please see the 2016 Call for Papers for the most up-to-date information regarding abstract and paper submission (including deadlines).

Call for Technical Sessions

Abstracts should be 500 words or less. Authors of accepted abstracts will be invited to submit full-length papers for peer review. **Submissions that describe work-in-progress should be identified by including “WIP” at the beginning of the title of the abstract.** It is expected that the WIP papers will describe projects that are in the initial phases of implementation (i.e., a proof of principle) and include some limited assessment and/or project evaluation (review criterion: Technical Merit). WIP papers that describe planned laboratory instruction innovation are not likely to be accepted.

Abstracts will be reviewed against the following criteria:

- a. Does the work fit with the theme of DELOS, i.e. does the paper concern experimental and or laboratory oriented learning experiences?
- b. Does the content of the abstract suggest that a full paper is likely to be of sufficient merit to warrant review?

Papers for technical sessions will be reviewed against the following criteria:

- a. **Readability:** Is the paper well written? Is it free of grammatical and spelling errors? Is the paper easy to read? Are the key findings made obvious to the reader?
- b. **Technical merit:** Is the analysis sound and well documented? Are the measurement techniques carefully defined and appropriate to the quantities being measured and the appropriate units used? Do the discussion and conclusions follow from the data and analysis presented in the paper? Are assertions of improvements in education supported by rigorous assessment?
- c. **Use of Figures and Graphics:** Are the figures and graphics clear and effective at illustrating the equipment and data? Do the figures and graphics support the discussion and conclusions? Are the figures and graphics sufficiently explained by discussion in the text of the paper? Are axes labeled properly and units indicated?
- d. **Innovation in Education:** Does the paper describe an innovative approach to laboratory-based instruction? Does the paper contribute to the advancement of laboratory-based instruction?
- e. **Broad Interest:** Is the paper of interest outside of a narrowly targeted audience? Is there potential for crossover of interest to other subject areas or audiences?
- f. **Significance and Impact:** Is the paper of significance relative to other papers in the same field of interest? Will other researchers or instructors in the same field cite the paper? Is the paper likely to have an impact on the practice of engineering education, or on future research in engineering education?
- g. **References:** Are there sufficient and appropriate references on prior research on engineering pedagogy applied by the authors and review of similar work carried out by other educators in the field?

Call for Bring Your Own Experiments (BYOE)

BYOE sessions will be publish-to-present. BYOE abstracts must be submitted using ASEE Monolith. **Submissions should be identified by including “BYOE” at the beginning of the title of the abstract.** For example, a submission to demonstrate an experiment on optical encoders would be titled “BYOE: A Deconstructed Apparatus for Exploring Rotary Optical Encoders”. Requests for financial assistance to defray the cost of transporting the experimental apparatus will be considered. Such requests can be sent to the Program Chair.

Abstracts should be in the form of a one-page abstract that describes the experiment and its pedagogical components and a second page for supporting images.

The review process will follow the same deadlines as the standard ASEE abstract and manuscript process with peer review. Note that the BYOE paper should be in the form of a procedure description and instruction. The paper should be written in a manner that will allow others to easily duplicate the experiment, explain the motivation for the development of the experiment, and the expected learning outcomes. An example of a BYOE paper is posted at <http://delos.asee.org/>. BYOE papers that are selected for presentation after the review of the required paper will be published in the Proceedings of the ASEE Annual Conference.

Abstracts will be reviewed against the following criteria:

- a. Is the motivation for the development of the experiment clearly explained?
- b. Is the description of the experiment that will be demonstrated during the BYOE session sufficient?
- c. Does the content of the abstract suggest that a full paper will be of interest to others in the field?

BYOE papers will be reviewed against the following criteria:

- a. Readability: Is the paper well written? Is it free of grammatical and spelling errors? Is the paper easy to read? Is the experimental procedure made obvious to the reader such that a person in the field could adopt/adapt the experiment?
- b. Technical merit: Is there sufficiently detailed information provided so that others can reproduce the experiment? Are the measurement techniques carefully defined and appropriate to the quantities being measured? Does the experiment achieve the stated educational objectives? Are axes labeled properly and units indicated?
- c. Use of Figures and Graphics: Are the figures and graphics clear and effective at illustrating the experimental apparatus? Are the figures and graphics sufficiently explained by description in the text of the paper? Are axes labeled properly and units indicated?
- d. Innovation in Education: Does the paper describe an innovative approach to laboratory-based instruction or an approach that addresses a fundamental student misconception through a hands-on activity? Does the paper contribute to the advancement of laboratory-based instruction?
- e. Broad Interest: Is the paper of interest outside of a narrowly targeted audience? Is there potential for crossover of interest to other subject areas or audiences?
- f. Significance and Impact: Is the paper of significance relative to other papers in the same field of interest? Will other researchers or instructors in the same field cite the paper? Is the paper likely to have an impact on the practice of engineering education?

For more information, contact:

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