

## **ASEE Biomedical Engineering Division – Call for Papers**

The Biomedical Engineering Division (BED) of the American Society for Engineering Education (ASEE) invites papers for the **2019 Annual Conference and Exposition in Tampa FL, June 16-19, 2019**. Note the following submission schedule:

- Abstract Submissions: Open – September 4, 2018
- Abstract Submission: Due – October 15, 2018
- Draft Paper (for abstracts that are accepted) Due – February 4, 2019
- Revised Paper (for draft papers that are accepted) Due – March 18, 2019

Please consider submitting on topics relevant to biomedical engineering (BME) education and joining us at this exceptional conference. Authors are encouraged to submit papers on any relevant topic in BME education. Sessions in typical years have included papers on BME laboratories and projects, courses and curricula, experiential and global learning, pedagogy and assessment, design, and problem based learning. This year, papers relating to the following emerging topics are of particular interest: models for industry engagement and partnerships; problem-based projects or design projects outside of 1<sup>st</sup> year and senior capstone courses; and incorporation of entrepreneurially minded learning (EML) in BME curricula.

The BED also invites paper submissions on any topic relevant to diversity, equity, and inclusion (DEI) in engineering and related sectors across industry, government, and academia. DEI may include many forms (age, ethnicity, sexual identity, disability, disciplinary, etc.) and could be examples of practices and/or subjects of research.

### **Submissions can be targeted to one of two tracks, full paper and work in progress:**

#### 1. Full Paper Track

There are two types of full paper submissions: educational research and evidence-based practice. When submitting either type of paper, you should be confident that you meet the following:

- a) Educational research topics: these types of submissions should have a clear hypothesis and results that address the research question. The quality of the research data should support a clear conclusion.
- b) Evidence-based practice topics: these types of submissions should have a clearly stated intervention and related assessment data that evaluates the impact of the intervention. The quality of the assessment data should support a clear conclusion regarding the impact of the intervention.

#### 2. Work in Progress (WIP) Track

WIP submissions describe an ongoing effort in educational research or evidence-based practice specific to BME education. A submission falls into this category because ideas have yet to be put into practice, or because assessment data is still in the process of being collected and analyzed for impact. At the conference, WIP submissions are presented in either a poster or postcard session.

- a) Poster Session – This will occur during the division's poster session in the convention hall. The poster session format provides authors with a venue to present research and course

innovations in a public setting. Authors are expected to stand near their poster for the entire session to engage with poster session attendees.

- b) Postcard Session – This is a novel session type in which authors pitch their work with a two-slide (postcard back and front) overview of their work in five minutes or less. After the pitch is made, attendees will have the opportunity to engage with and provide feedback to the authors.

Accepted WIP submissions will be designated as postcard or poster session by the Program Chair-Elect based on reviewers' evaluations of novelty, technical merit, outcomes, and relevance to biomedical engineering education. In either format, the WIP track gives authors an opportunity to get feedback from the BME education community on ongoing efforts. If you are able to collect additional data and draw a clear conclusion at a later date, you can resubmit the same topic as a full paper in a future year. When submitting a paper to this track, you must start your title with "Work in Progress:" and select the "Work in Progress" checkbox in the online submission system.

## **Review to Publish**

ASEE BED has implemented a review to present requirement. It is expected that the submitting (primary) author will support the division by reviewing both abstracts and papers for the division. If the submitting author is a student, they should designate a co-author to fulfill their review requirement. Note that primary authors submitting more than one abstract will not receive an increased review load. Those who are unable to fulfill this commitment by the timelines required may have their own papers rejected by the session chair, regardless of paper quality.

## **Abstract submission**

1. For both tracks, you must submit an abstract by the deadline above. Abstracts are generally up to 1 full page of text (750 words maximum).
2. Abstracts should follow the guidelines specified in the ASEE authors kit (see link below).
3. If you are submitting to the full paper track, you should make it clear to reviewers that you have high quality assessment data to draw clear conclusions about the impact of your work.
4. Because ASEE uses a double-blind review process, be sure to omit any information in your abstract that identifies you or your institution.
5. Reviewers will evaluate your abstract based on the criteria listed below.
6. If the program chair determines that your abstract submission does not meet the criteria for that track, your submission may be reclassified into the WIP track.

## **Draft and revised paper submission**

1. If your abstract is accepted, please note the reviewer comments as you write your paper, which must be submitted by the deadline above. Also, note that acceptance of your abstract does not guarantee that your paper will be accepted.
2. Draft papers should be a maximum of 3 pages for WIP submissions; they are generally 8 pages or longer for full papers.
3. Because ASEE uses a double-blind review process, authors' names or institutional names should not be included in the abstract, filename, or document properties.
4. Reviewers will evaluate your paper based on the criteria listed below.
5. If the program chair determines that your full paper submission does not meet the criteria for that track, your submission may be reclassified into the WIP track.

**Reviewers will evaluate your submission based on the following criteria:**

- Originality – does this describe an innovative approach?
- Scholarship – does this review and build on appropriate prior work?
- Goals – are the goals strongly developed and explicitly stated?
- Research approach – is the approach novel, sophisticated, and/or appropriate?
- Results – are data collection and assessment results clear and logical?
- Conclusions – are the conclusions well formulated? If this is a full paper submission, are there sufficient results to strongly support the conclusions?
- Relevance – does this paper make a significant contribution to the field of engineering education?
- Order – are the ideas presented in a clear and logical manner?
- Style – is the writing clear, concise, consistent, and easy to read?
- Writing mechanics – is the writing free of grammatical, spelling, and proofreading errors?

All abstracts and papers must be submitted electronically via ASEE's Monolith system. Authors are expected to consult the Author's Kit at the link below before submitting. You will be able to find submission deadlines, required formats, and other information via the ASEE website at this [link](#), or copy and paste this text:

<https://asee.org/conferences-and-events/conferences/annual-conference/2019/papers-management/for-authors>

If you have questions regarding the abstract and paper submission, please contact:

- 2019 BED Program Chair, Dr. Michael Rust, Western New England University, [michael.rust@wne.edu](mailto:michael.rust@wne.edu)
- 2019 BED Program Chair-Elect, Dr. Renata Ramos, Rice University, [renata.ramos@rice.edu](mailto:renata.ramos@rice.edu)

**Come to Tampa in June 2019 to see and present cutting-edge work in Biomedical Engineering education! We hope to see you there.**