

Research-to-Practice Category Abstract Review Criteria (2024)

The research-to-practice category is for scholarly papers that describe the implementation of research in engineering and/or computing education to educational practice. Papers should be well situated in engineering and/or computing education research, connect to a relevant theoretical framework(s) of teaching and learning, and apply the research and theoretical frameworks to the practice of engineering and/or computing education. For more information on this category, please refer to Boyer’s Model and IEEE Transactions on Education:

<https://iee-edusociety.org/toe-scholarship-application>

Abstracts: Research-to-Practice Abstracts should be 300-500 words and clearly present the research in engineering and/or computing education and the theoretical framework(s) of teaching and learning being applied and how the research and theoretical framework have been implemented into the practice of engineering and/or computing education. Each abstract must briefly state the specific contribution of the paper towards illustrating how engineering and/or computing education research informs educational practice. Contributions may be made in various forms, but they should describe the setting for the practice in the broad context of engineering and/or computing education, (not necessarily the particular institutional context), motivations for the practice, research, and theoretical framework(s) that supported the practice, and assessment results obtained.

The abstract needs to include at least three keywords selected from the engineering education taxonomy (<http://taxonomy.engin.umich.edu/taxonomy/>). **In addition, authors should specify if the paper will be in the “Full” or “WIP” paper track and define one topic area on the paper submission platform.**

Abstract Review Rubric:

Category	5	3	1
Required elements: Rate how well the submission is situated in the research literature and describes the context of the study	Described specifically and well situated in the appropriate literature	Weakly situated in literature or literature is not aligned and/or minimal description of the context	Not described and/or situated in the literature
Theoretical Framework: Rate how this submission uses existing theory to support the work	Described specifically	Theoretical framework or contribution to research is unclear	Not described
Implications for Practice: Rate the implications of this work to the practice of engineering/computing education	Described specifically	Implications for practice are unclear, impractical, or only partially supported	Not described

Relevance: Rate how the submission is relevant to engineering/computing education	Highly relevant to engineering/computing education	Appropriate and reasonably focused	Not relevant
Category accuracy: Rate how well the submission meets the Research-to-Practice category	Paper appears to be in the proper category	Paper could be in either category	Paper appears to be in the wrong category