

2022 ASEE Zone IV Conference

Student Poster Competition

University of British Columbia
Vancouver, BC, Canada
May 12-14, 2022

ASEE Zone IV is the largest of ASEE's regional groups, and includes three sections: Pacific Northwest (Alaska, Idaho, Montana, Oregon, Washington, and, in Canada, Alberta, British Columbia, and Saskatchewan), Pacific Southwest (Arizona, California, Hawaii, and Nevada), and Rocky Mountain (Colorado, South Dakota, Utah, and Wyoming).

The Organizing Committee of this year's conference invites engineering faculty to sponsor their students and showcase the work they have collaboratively done to improve engineering education. This is another opportunity for faculty to exchange information about best practices in engineering education with their colleagues, and for the students to practice their communication skills in a professional environment, share their experiences in engineering education with other faculty and their peers, and get a taste of the profession and more exposure to a community of educators.

Eligibility Criteria

- Student authors must be registered in an undergraduate or graduate engineering degree program, or in a community college program with intent to transfer into an engineering program.
- Each student poster entry (team or individual) is required to have a faculty advisor. Work submitted to this competition cannot also be co-presented as a paper at 2022 ASEE Zone IV Conference.
- The faculty advisor must be a registered attendee of the conference and may advise up to three poster entries.
- The student presenter must register for the conference as student conference attendee.
- Submissions should demonstrate reflections of students experience in their learning process. Preferably, they also present a clear educational component which the students can link in a meaningful and relevant way to education research and/or theories (i.e., Student-Centered Instruction, engagement/motivation, etc.) or to the development of graduate attributes in engineering education.

Description

ASEE Zone IV Conference Student Poster Competition is organized for engineering students to showcase their understanding and experience in engineering education. Further, it aims to

improve the visibility of student efforts following the implementation of educational tools and innovative practice in engineering educations, and recognize the excellence in student projects.

The competition will be organized in two categories, Undergraduate Student Poster Competition, and Graduate Student Poster Competition. One first place prize and one runner-up prize will be awarded to best posters in each category.

Submission Process

1. Students will submit a brief **abstract** of their work to the Student Program committee by **April 1st, 2022**. Abstracts should discuss: the educational initiative or project, the context of the application, and any progress/findings to date or anticipated.
2. Students will be informed as to whether their submission has been accepted to the conference by **April 15st**.
3. Students will submit a **one-page briefing document** describing the current state of their project and findings by email to Vladan Prodanovic at vladan.prodanovic@ubc.ca by **May 1st**. The document will brief the judges on their work, its connection to engineering education, and its impact on future undergraduate engineering students' educational experiences. If any testing of the work has been completed, description of the testing and results would be beneficial. Students should provide some background as to their interests and experience in engineering (University, Program, interests/clubs, etc).
4. Students will display a poster no larger than 3ft x 5ft (dimension) at the conference. They are also welcome to display a model or simulation in addition (but not in lieu of) their poster. Students should be prepared to deliver a 5-minute presentation to the judges, which will be followed by a short Q&A.

Judging Criteria

Each submission will be assessed by a panel of judges for its:

- Novelty – is the project, or its application, new or different from existing educational strategies?
- Rigour – has the project been framed in the context of the literature and existing best practices?
- Connection to Education – is the connection to educational theories or graduate attributes explicit and appropriate?
- Testing – has the project been tested or evaluated? If so, what are the implications of the findings? If not, what are the anticipated findings, and why?
- Communication – is the work described clearly and relevantly in both oral and written formats?

Please direct any questions to Vladan Prodanovic via email: vladan.prodanovic@ubc.ca

Additional information and conference website: <https://aseezoneiv2022.engineering.ubc.ca/>