Australasian Journal of Engineering Education

Special Issue 'Engineering Education Research Capability Development'

Call for Papers

Since the late 20th century, engineering education research has been expanding as a formal field (Wankat et al., 2002), although its identity is varied across institutions and countries around the world (Godfrey & Hadgraft, 2009; Kumar et al., 2021). This diversity in how engineering education research is experienced across contexts also impacts how capability is developed in engineering education, including identities, knowledges, practices, graduate programs communities, agendas, funding, and pathways. Having a collective discussion on the diverse approaches to capability development, including who engages with engineering education research, how engineering education research is undertaken, and the associated outcomes, will expand the global understanding of the field and inform future capacity building.

We are soliciting original manuscripts for a special issue of the *Australasian Journal of Engineering Education* exploring 'Engineering Education Research Capability Development'. Guest Editors for the issue are Dr Sarah Dart, Queensland University of Technology, Dr Jillian Seniuk Cicek, University of Manitoba, and Dr Sohum Sohoni, Milwaukee School of Engineering.

Participants of the Research in Engineering Education Symposium – Australasian Association for Engineering Education Conference (REES AAEE 2021) themed interactive paper sessions are invited to develop papers, including those focused on the conference subthemes. Additionally, papers may be expanded from a research paper presented at REES AAEE 2021, or they may be original papers on the theme.

Full papers for the special issue must be submitted to the Journal by 31 July 2022 for consideration for review. The Editorial Team plans to publish the special issue in May 2023.

The guest editors envision a range of empirical studies, theoretical and conceptual explorations, and reviews, on developing engineering education research capability in local, national and international contexts involving, but not limited to, topics such as:

- Faculty/academic development, training, and practice
- Stakeholder engagement in the field (e.g., students, academics, graduate researchers, mentors, reviewers, editors, authors, funders, industry partners, research teams, professional staff, university policy-makers, governments)
- Development of research communities
- Impact of research agendas on the field
- Graduate programs (e.g., graduate students, supervisors, advisors)

- Pathways, trajectories, and careers (e.g. graduate students, professional development programs, early-career engineering education researchers; challenges, barriers, opportunities)
- Developing academic capability in embedding Aboriginal/Indigenous perspectives in curriculum
- Developing capabilities related to inclusion, intersectionality, diversity, decoloniality, equity, accessibility, and cultural relevancy
- Enhancing student capabilities in engineering

Authors should ensure that manuscripts align with the Aims and Scope, and submission guidelines, of the Journal (https://www.tandfonline.com/journals/teen20). The international relevance or relevance to the Australasian region must be clear. Paper should by 5000 to 7000 words including references.

Papers must be submitted through the journal website (https://www.editorialmanager.com/teen/default1.aspx). In the submission process, authors should select 'Special Issue: Engineering Education Research Capability Development'.

References

Godfrey, E., & Hadgraft, R. (2009). Engineering education research: Coming of age in Australia and New Zealand. *Journal of Engineering Education*, *98*(4), 307-308.

Kumar, S. S., Gamieldien, Y., Case, J. M., & Klassen, M. (2021). *Institutionalizing Engineering Education Research: Comparing New Zealand and South Africa* Research in Engineering Education & Australasian Association for Engineering Education Conference, https://aaee.net.au/wp-content/uploads/2021/11/REES_AAEE_2021_paper_310.pdf

Wankat, P. C., Felder, R. M., Smith, K. A., & Oreovicz, F. S. (2002). The scholarship of teaching and learning in engineering. In M. Taylor Huber & S. P. Morreale (Eds.), *Disciplinary styles in the scholarship of teaching and learning: Exploring common ground* (pp. 217-237). American Association for Higher Education.