

Award for Engineering Education Research Design			Exemplary	Proficient	Poor
Criteria	Criteria description	Weighting	87 - 100%	74 - 86%	0 - 33%
1. Focus and relevance	State the questions or propositions addressed and the significance of the research to engineering education research or practice.	20%	Clearly states the questions or propositions addressed and articulates the significance of the research to engineering education research or practice. The relevance of the research is well established, highlighting its potential impact and importance within the field.	States the questions or propositions addressed and describes the significance of the research to engineering education research or practice. The relevance of the research is evident, though there may be areas where further elaboration could strengthen the presentation.	Lacks clarity in stating the questions or propositions addressed and/or describing the significance of the research to engineering education research or practice. The relevance of the research may be unclear or insufficiently supported.
2. Context and contribution	Situate the research within relevant bodies of knowledge and describe how it contributes to new knowledge (Note: the relevant body of knowledge should be wider than engineering education and relates to the wider context of education research, frameworks, methodologies, etc.).	20%	Situates the research within relevant bodies of knowledge beyond engineering education and describes how it contributes to new knowledge. The connections to wider educational research, frameworks, and methodologies are thoroughly explored, demonstrating a significant contribution to the field.	Situates the research within relevant bodies of knowledge beyond engineering education and describes how it contributes to new knowledge. The connections to wider educational research are made, though some aspects could be further elaborated.	Fails to situate the research within relevant bodies of knowledge or adequately describe its contribution to new knowledge. The connections to wider educational research may be unclear or lacking.
3. Research validity/credibility and reliability/dependability	Describe research designs, methods, theories, and/or practices appropriate to the research performed or planned and the transportability of the processes (research validity and reliability or credibility and dependability).	20%	Describes research designs, methods, theories, and/or practices appropriate to the research performed or planned, demonstrating high validity/credibility and reliability/dependability. The transportability of the processes is well-addressed, ensuring robustness and transferability.	Describes research designs, methods, theories, and/or practices appropriate to the research performed or planned, with consideration of validity/credibility and reliability/dependability. The transportability of the processes is addressed, though some aspects could be further detailed.	Lacks clarity in describing research designs, methods, theories, and/or practices, or fails to address validity/credibility and reliability/dependability. The transportability of the processes may be unclear or inadequately discussed.
4. Results and generalisability/transferability	Present original ideas or results of general significance supported by clear reasoning and compelling evidence.	20%	Presents original ideas or results of high levels of significance supported by clear reasoning and compelling evidence. The results are robust and have implications beyond the immediate context, demonstrating high generalisability/transferability.	Presents original ideas or results of significance supported by clear reasoning and evidence. The results have implications beyond the immediate context, though some aspects of generalisability/transferability could be further elucidated.	Lacks clear presentation of original ideas or results, or fails to provide compelling evidence. The generalisability/transferability of the results may be unclear or inadequately supported.
5. Clarity and readability	Writing that appeals to a broad readership interested in engineering education research and practice, supported by provide tables and figures, as needed.	20%	Exhibits a highly clear, concise, and precise exposition that appeals to a broad readership interested in engineering education research and practice. Tables and figures are included and meaningfully add to the narrative, enhancing clarity and understanding.	Exhibits clear, concise, and precise exposition that mostly appeals to a broad readership within engineering education research and practice. Tables and figures are included, though there may be areas where further clarification could improve readability.	Lacks clarity, concision, or precision in exposition, making it difficult for a broad readership to engage with the content. Tables and figures, if included, may not meaningfully add to the narrative or could be absent.