



REVIEW CRITERIA

REES accepts various forms of papers including full research papers, work-in-progress papers, research-into-practice papers and position papers. These can include, but are not limited to, papers presenting a study on student learning of a particular concept/skill, research on learning environments and contexts, curriculum development, curriculum evaluation, scale/instrument development, research methodology, position papers, or broader topics addressing socio-technical, philosophical or historical aspects of engineering education.

Regardless of the particular focus, all papers should meet the following criteria: (1) address a significant question that is relevant to engineering education; (2) build on prior research and literature; (3) present a strong argument with sufficient evidence; and (4) explicitly state how this work makes theoretical and/or practical contributions.

To these ends, we clarify REES review criteria as the following: Engineering education research that is

- informed by theory and other literature describing prior work (within and beyond the field/home country);
- systematic and intentional, with documented decisions ideally based on well-planned collection and analysis of (empirical) data;
- consistent with the perspectives and methodologies chosen (quantitative, qualitative or mixed);
- Accessible and useful to engineering academic staff, e.g. discusses implications for practice;
- Situated in international and interdisciplinary contexts by demonstrating awareness of how common the problem is, what is being pursued elsewhere and addressing the likelihood that the results are or are not generalizable/transferable to other contexts (disciplines and/or countries).