



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 review; (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 the likelihood results are or are not generalizable/transferable to other contexts (disciplines and/or countries).