

First Call for Papers

Saturday, 26 February 2011 18:11 Wilmar




Dear Colleague,

It is my pleasure to invite you to participate in the 2011 Research in Engineering Education Symposium to be held October 4 - 7, 2011 in Madrid, Spain. The main theme of the conference is Engineering Education Research. All studies aiming to contribute to our understanding of Engineering Education are welcome. Within this broad theme, the following sub-themes have been identified:

- Teaching and Learning in EE
- Innovation and Technology

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- Curriculum Evaluation and Accreditation
- Classroom Experiments
- Transition from School and into Industry
- Methodological Issues in EER

Within each category we aim to invite one "state of the art presentation". Contributions can include research reports, work in progress and case studies.

As in previous years, we are seeking contributions that represent high-quality research activity across a diverse range of research traditions and will contribute to engaged conversations during the conference.

Abstracts and full papers will be blind-reviewed and will be published on a CD, with an ISBN. This will not preclude revised and extended papers being subsequently published in a journal following the conference.

Welcome Message

Research in Engineering Education Symposium 2011

It is my pleasure to warmly welcome you to the **2011 Research in Engineering Education Symposium** being held in Madrid, Spain, October 4-7, 2011. The main theme of the conference is Engineering Education Research and the purpose of REES is to build a global community of researchers in engineering education. As in previous years, we are seeking contributions that represent high-quality research activity across a diverse range of research traditions and will contribute to engaged conversations during the conference. Participants should come ready to share, discuss, debate, encourage and leave with at least one new research partner.

The conference has been organized by an international Planning Committee of colleagues in the field of engineering education research, supported and hosted by the Universidad Politécnica de Madrid (UPM). Sponsors include the Vicerrectorado de Ordenación Académica y Planificación Estratégica UPM (gold sponsor), EUIT de Telecomunicación UPM (bronze sponsor), EU de Informática UPM (bronze sponsor), ETS de Ingenieros Aeronáuticos UPM (bronze sponsor), EUIT de Aeronáutica UPM (bronze sponsor), Madrid Convention Bureau (bronze sponsor) and the Journal of Engineering Education (bronze sponsor).

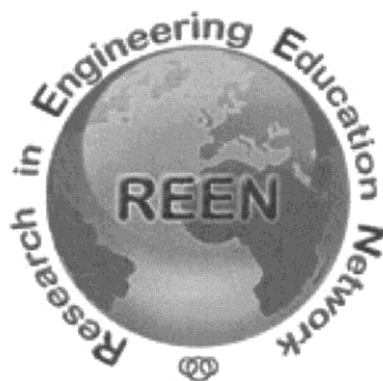
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Session 6 – Friday morning

Turn A: Assessment 2

08:30 – 09:00	<p>Paper number 123 “(Re-)Building an assessment paradigm: Individual student learning in tea-based subjects”</p> <p><i>Presenter: Matt Elliot</i></p>
09:00 – 09:30	<p>Paper number 20 “Methodology for automated generation of multiple choice questions in self-assessment”</p> <p><i>Presenter: Alfredo Sanz</i></p>
09:30 - 10:00	<p>Paper number 179 “Assessing individual performance within group design and group problem-solving learning environments”</p> <p><i>Presenter: Rob Cowdroy</i></p>
10:00 – 10:30	<p>Paper number 104 “Understanding feedback in an authentic, ill-structured project through discourse analysis: Interaction between student and instructor objectives”</p> <p><i>Presenter: Milo Koretsky and Debra Gilbuena</i></p>

Turn B: Tools 2

08:30 – 09:00	<p>Paper number 119 “Quality of experience of online learning tools”</p> <p><i>Presenter: Lyn Brodie</i></p>
09:00 – 09:30	<p>Paper number 34 “Concept inventories as aids for instruction: a validity framework with examples of application”</p> <p><i>Presenter: James Pellegrino</i></p>

TURN 1B - TOOLS 2

QUALITY OF EXPERIENCE OF ONLINE LEARNING TOOLS

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Online learning tools have become important components of teaching and course delivery. This paper discusses the issues surrounding research into Quality of Experience (QoE) for online learning tools and how it relates to technical performance, Quality of Service (QoS). The relationship between QoE and QoS for online learning tools is often considered important for describing the optimal conditions for online learning environments. Such research largely ignores the vital issue of how learners differ from consumers in their use of information and communication technologies such as interactive multimedia environments. The implication of this difference for understanding technology use for learning is presented and the need for an empirical study to address this is argued for. A pilot was undertaken to further define the methodological requirements of conducting a study into the impact of system performance on QoE. The findings of the pilot study describe issues and implications for designing a research methodology which can begin the process of mapping the QoE to QoS relationship for online learning.