

CEE CALL FOR PAPERS

Reaction of Chemical Engineering Education Community to COVID-19

The Editorial Staff of *Chemical Engineering Education* (CEE) invites article submissions for a planned special issue of the journal exploring the impact and reaction of the chemical engineering education community to the effects of the COVID-19 outbreak and pandemic. Additionally, the journal will prioritize the publishing of Teaching Tips on these topics over the next several issues.

Teaching Tips

CEE publishes one-page (approximately 600 words) peer-reviewed Teaching Tips in most issues of the journal. Teaching Tips related to effective responses to the COVID-19 global pandemic will be prioritized for publication in upcoming issues of CEE. Teaching Tips provide short reflections about instructional experiences and advice shared with the chemical engineering education community. Please submit Teaching Tips through the journal website (<https://journals.flvc.org/cee>). Include Teaching Tips in the title and specify Teaching Tips as the article type.

Special Issue: “The Response of Chemical Engineering Educators to the Challenges Posed During the COVID-19 Pandemic” (working title)

The Editorial Staff of *Chemical Engineering Education* (CEE) invite article submissions for a special issue of the journal exploring the impact and reaction of the chemical engineering education community to the effects of the COVID-19 outbreak and pandemic. The COVID-19 pandemic precipitated a rapid change in instructional methods and delivery platforms during Spring 2020. Additionally, colleges and universities are adopting a variety of approaches to education in Fall 2020. As such, it is important to consider the collective experience of instructors of chemical engineering and related disciplines in these unprecedented times.

This special issue will provide ideas and descriptions of how educators and students met challenges during the pandemic. We encourage authors to describe approaches that worked as well as ones that *did not work as anticipated*. There is likely to be much to learn from papers that describe challenges that were not able to be resolved in the short time frame for changing over instruction.

In addressing these and other pertinent questions about choices made during the COVID-19 pandemic and the effect on chemical engineering education, submissions to the special issue might include the following types of papers:

- Literature reviews of best practices in offering online and hybrid courses and laboratories in chemical engineering.
- Empirical articles of virtual learning environments, technological tools to support student learning, or virtual laboratory courses for student engagement and learning with evidence of what worked (or did not) and for whom it worked (or did not).
- Manuscripts that critically examine the impact of the COVID-19 pandemic on student disengagement, stress, or other issues of equity in access to technologies, resources, and strategies needed for engagement and success in the rapid transition to online courses.
- Deep reflections of educational practices and challenges. These submissions should include how engineering education best practices informed decisions, provide a transparent discussion of the successes and failure of changes, and discuss lessons learned and future steps.

If you have an idea for a paper and would like to explore whether it fits within the scope of this special issue, please contact the special issue editor, Allison Godwin (godwina@purdue.edu); she would be happy to talk with you.

Timeline

The peer review and revision process will be accelerated for these articles to allow prompt publication. It is anticipated that accepted papers will be published in the Winter 2022 issue. Articles submitted for this special issue will go through a double-blind peer-review process. Authors should indicate during the online submission process (via comments to the Paper Editor) that their manuscript is intended for the special issue.

Proposals Due September 1, 2020

Please submit proposals (not more than 1000 words) that include: a) brief literature review, b) rationale for the study, c) methods/approaches, d) outcomes, e) and application of outcomes for chemical engineering and related educators. Proposals are not required for Teaching Tips.

Full Manuscripts Due February 15, 2021

Manuscripts should follow the submission instructions on the CEE website. <https://journals.flvc.org/cee/about/submissions> Full manuscripts will be sent out for peer review, with reviews returned to authors in May 2021.

Final Manuscripts Due August 1, 2021

Manuscripts will be forwarded to production for publication in the Winter 2022 issue of CEE (which publishes in January 2022).