

Instructions for authors submitting abstracts to the International Conference
on Geotechnical Engineering Education, Athens, June 24-25, 2020

A. SUBMITTING THE ABSTRACT

- Abstracts are submitted by e-mail to gee2020athens@gmail.com by May 15th 2019.
- Before submission, the corresponding author is required to complete his/her subscription to the conference platform (<https://erasmus.eventsair.com/gee2020/regform/Site/Register>).

B. PREPARING THE ABSTRACT

- Abstracts are written in English and their length is between 300 and 400 words.
- While preparing the abstract, authors take into account the annotated list of the conference themes (see Section D below).
- Submissions include the following information: abstract title, author names and affiliations, full postal and e-mail address of corresponding author, abstract body, keywords, corresponding conference theme. An indicative abstract submission is included below in Section C.

C. SAMPLE ABSTRACT SUBMISSION

⇒ **Title of abstract**

.....

⇒ **Author information**

A.B. Author 1¹, B.C. Author 2² and C.D. Author 3³

¹ Affiliation of Author 1,

² Affiliation, full postal address and e-mail of Author 2 (corresponding author)

³ Affiliation of Author 3

⇒ **Body of abstract** (between 300 and 400 words)

NOTE The following optional three-part structure is proposed for the abstract:

(Part 1) The problem/question addressed in this paper (give both broad context and problem/question specifics)

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(Part 2) The approach followed in order to address the problem/answer the question

.....

(Part 3) Main findings/contributions and why they are significant (relevance).....

In particular for authors of papers dealing with issues specific to a certain university or country, it is recommended to elaborate on the broader significance of the information presented.

⇒ **Keywords** (3 to 5)

Word 1, Word 2, Expression 1, Expression 2,

⇒ **Conference theme** (see Section D below)

Theme 3 – Open Resource Educational Material, Theme 4 – Applications of ICT Tools

NOTE If more than one theme is listed, the first is considered to be the main theme of the paper.

D. ANNOTATED CONFERENCE THEMES

Themes for paper submission

- **Theme 1 – Curricula**

- Sub-Theme A: Undergraduate, Sub-Theme B: (Post)Graduate, Sub-Theme C: Doctoral**

The description of specific geotechnical engineering modules, courses, programs at any level is in essence a case study in education: please go beyond presenting information and identify lessons learned useful to others.

- **Theme 2 – Coursework**

- Sub-Theme A: Laboratory, Sub-Theme B: Field, Sub-Theme C: Project-based, Sub-Theme D: Numerical Methods**

The description of how we organize any type of coursework is also a case study in education: please go beyond presenting information and identify lessons learned useful to others.

- **Theme 3 – Open Resource Educational Material**

This theme deals with Transferable Educational Material or Reusable Objects (these two terms are used as synonyms) that are developed to be sharable (if not please classify under Theme 2): please include advice for/examples of envisioned use by others.

NOTE Of particular interest to TC306: Case studies for instruction

- **Theme 4 – Applications of ICT Tools**

Applications of Information and Communication Technologies (ICT) to geotechnical engineering instruction: for papers with significant emphasis on the technology that do not qualify for Theme 3.

- **Theme 5 – Links to Research on Learning and on Engineering Education**

Evidence-based instructional interventions, Scholarship of Teaching and Learning (action-based research, where professors investigate the learning in their own classrooms in a scholarly fashion), applications of learning theories to the teaching of geotechnical engineering concepts.

Priority themes for paper submission and panel discussion

- **Priority Theme 1 – Training for Geotechnical Engineering Instructors**

- Sub-Theme A: Professional development support**

Question for panel discussion: Training only for young instructors?

- Sub-Theme B: The role of the Engineering Education community**

Questions for panel discussion: How to attract engineering instructors? How to promote discipline-based education research (research on teaching a specific discipline)? How to augment the pedagogical content knowledge of a discipline (increase the “teachability” of a discipline)?

- Sub-Theme C: The role of University Teaching and Learning Centers**

Question for panel discussion: How to guide and motivate young instructors to locate and augment the pedagogical knowledge of their own discipline?

- **Priority Theme 2 – Incentives and Opportunities for Industry-Academia Collaboration**

Sub-Theme A: Involvement of industry in curriculum development

Question for panel discussion: How can academia better tailor the teaching of geotechnical engineering basics to the needs of the industry?

Sub-Theme B: Involvement of industry in the development of educational material

Question for panel discussion: How can the industry collaborate with academia to co-produce (a) case study material suitable for undergraduate instruction and (b) geotechnical characterization data suitable for the development of course assignments and projects?

Sub-Theme C: Other joint educational ventures

Question for panel discussion: Where do the learning needs in university instruction and in industry training overlap?