

Authors Guidelines for the Laboratory Feature

The laboratory experience in chemical engineering education has long been an integral part of our curricula. CEE encourages the submission of manuscripts describing innovations in the laboratory ranging from large-scale unit operations experiments to demonstrations appropriate for the classroom. The following guidelines are offered to assist authors in the preparation of manuscripts that are informative to our readership. These are only suggestions based on the comments of previous reviewers, and authors should use their own judgement in presenting their experiences. A set of general guidelines and advice to the author can be found at our web site: <http://che.ufl.edu/~cee/>

Manuscripts should describe the results of original laboratory or classroom tested ideas. The ideas should be broadly applicable and described in sufficient detail to motivate and allow others to adapt the ideas to their own curriculum. Manuscripts must contain an abstract and often include an **Introduction, Laboratory Description, Data Analysis, Summary of Experiences, Conclusions, and References.**

An **Introduction** should establish the context of the laboratory experience (e.g., relation to curriculum, review literature), identify the learning objectives, and describe the rationale and approach.

The **Laboratory Description** section should describe the experiment in sufficient detail to allow the reader to judge the scope of effort that would be required to implement a similar experiment on their campus. Schematic diagrams or photos, cost information, and references to previous publications, web sites, etc. are often provided. Issues related to safety should be addressed as well as any special operating procedures.

If appropriate a **Data Analysis** section should be included that concisely describes the method of data analysis. Recognizing that the audience is primarily faculty, the description of the underlying theory should be referenced or brief. The purpose of this section is to communicate to the reader specific student learning opportunities (e.g., treatment of reaction rate data in a temperature range that includes 2 mechanisms).

The purpose of the **Summary of Experiences** section is to convey your experiences in teaching the laboratory and any summative evaluation results, including that from students. The section can enumerate, for example, best practices, pitfalls, student survey results or anecdotal material.

A concise statement of the **Conclusions**, as opposed to a summary, of your experiences should be stated in the last section. What would you tell your colleagues who might be considering instituting a similar laboratory experience?