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This book describes an approach to engineering education that integrates a comprehensive set of personal and interpersonal skills, and process, product, and system building skills with disciplinary knowledge. The education of engineers is set in the context of engineering practice, that is, Conceiving, Designing, Implementing, and Operating (CDIO) through the entire lifecycle of engineering processes, products, and processes. The book is both a description of the development and implementation of the CDIO model, and a guide to engineering programmers worldwide who seek to improve their programs.

This book describes an approach to engineering education that integrates a comprehensive set of personal, interpersonal, and professional engineering skills with engineering disciplinary knowledge in order to prepare innovative and entrepreneurial engineers. The education of engineers is set in the context of engineering practice, that is, Conceiving, Designing, Implementing, and Operating (CDIO) through the entire lifecycle of engineering processes, products, and systems. The book is both a description of the development and implementation of the CDIO model and a guide to engineering programs worldwide that seek to improve the education of young engineers.

SUMMARY.

This inclusive cross-cultural study rethinks the nexus between engineering education and context. In so doing the book offers a reflection on contextual boundaries with an overall boundary crossing ambition and juxtaposes important cases of critical participation within engineering education with sophisticated scholarly reflection on both opportunities and discontents. Whether and in what way engineering education is or ought to be contextualized or de-contextualized is an object of heated debate among engineering educators. The uniqueness of this study is that this debate is given comprehensive coverage | presenting both instrumentally inclined as well as radical positions on transforming engineering education. In contextualizing engineering education, this book offers diverse commentary from a range of disciplinary, meta- and interdisciplinary perspectives on how cultural, professional, institutional and educational systems contexts shape histories, structural dynamics, ideologies and challenges as well as new pathways in engineering education. Topics addressed include examining engineering education in countries ranging from India to America, to racial and gender equity in engineering education and incorporating social awareness into the area. Using context as |bridge| this book confronts engineering education head on. Contending engineering ideologies and corresponding views on context are juxtaposed with contending discourses of reform. The uniqueness of the book is that it brings together scholars from the humanities, the social sciences and engineering from Europe | both East and West | with the United States, China, Brazil, India and Australia.

Pre-university engineering education has become the topic of increasing interest in technology education circles. It can provide content for the E in STEM (Science, Technology, Engineering and Mathematics) education, which is in the interest of technology educators at different educational levels as it builds the bridge between them and the science and mathematics educators. In this book goals for pre-university engineering education are explored as well as existing practices from a variety of countries. The coming years will show if pre-university engineering education will catch on. The trend towards STEM integrated education that today can be seen in many countries will certainly create a further need and stimulus for that to happen. Hopefully this book can contribute to such a development of both formal and informal K-12 engineering education. Not only for preparing the next generation of engineers, but also for the technological literacy of future citizens.

Technological Developments in Networking, Education and Automation includes a set of rigorously reviewed world-class manuscripts addressing and detailing state-of-the-art research projects in the following areas: Computer Networks: Access Technologies, Medium Access Control, Network architectures and Equipment, Optical Networks and Switching, Telecommunication Technology, and Ultra Wideband Communications. Engineering Education and Online Learning: including development of courses and systems for engineering, technical and liberal studies programs; online laboratories; intelligent testing using fuzzy logic; taxonomy of e-courses; and evaluation of online courses. Pedagogy: including benchmarking; group-learning; active learning; teaching of multiple subjects together; ontology; and knowledge management. Instruction Technology: including internet textbooks; virtual reality labs, instructional design, virtual models, pedagogy-oriented markup languages; graphic design possibilities; open source classroom management software; automatic email response systems; tablet-pcs; personalization using web mining technology; intelligent digital chalkboards; virtual room concepts for cooperative scientific work; and network technologies, management, and architecture. Coding and Modulation: Modeling and Simulation, OFDM technology , Space-time Coding, Spread Spectrum and CDMA Systems. Wireless technologies: Bluetooth , Cellular Wireless Networks, Cordless Systems and Wireless Local Loop, HIPERLAN, IEEE 802.11, Mobile Network Layer, Mobile Transport Layer, and Spread Spectrum. Network Security and applications: Authentication Applications, Block Ciphers Design Principles, Block Ciphers Modes of Operation, Electronic Mail Security, Encryption & Message Confidentiality, Firewalls, IP Security, Key Cryptography & Message Authentication, and Web Security. Robotics, Control Systems and Automation: Distributed Control Systems, Automation, Expert Systems, Robotics, Factory Automation, Intelligent Control Systems, Man Machine Interaction, Manufacturing Information System, Motion Control, and Process Automation. Vision Systems: for human action sensing, face recognition, and image processing algorithms for smoothing of high speed motion. Electronics and Power Systems: Actuators, Electro-Mechanical Systems, High Frequency Converters, Industrial Electronics, Motors and Drives, Power Converters, and Components, and Power Electronics.

Explores how we judge engineering education in order to effectively redesign courses and programs that will prepare new engineers for various professional and academic careers Shows how present approaches to assessment were shaped and what the future holds Analyzes the validity of teaching and judging engineering education Shows the integral role that assessment plays in curriculum design and implementation Examines the sociotechnical system's impact on engineering curricula

A synthesis of nearly 2,000 articles to help make engineers better educators While a significant body of knowledge has evolved in the field of engineering education over the years, much of the published information has been restricted to scholarly journals and has not found a broad audience. This publication rectifies that situation by reviewing the findings of nearly 2,000 scholarly articles to help engineers become better educators, devise more effective curricula, and be more effective leaders and advocates in curriculum and research development. The author's first objective is to provide an illustrative review of research and development in engineering education since 1960. His second objective is, with the examples given, to encourage the practice of classroom assessment and research, and his third objective is to promote the idea of curriculum leadership. The publication is divided into four main parts: Part I demonstrates how the underpinnings of education/history, philosophy, psychology, sociology/determine the aims and objectives of the curriculum and the curriculum's internal structure, which integrates assessment, content, teaching, and learning Part II focuses on the curriculum itself, considering such key issues as content organization, trends, and change. A chapter on interdisciplinary and integrated study and a chapter on project and problem-based models of curriculum are included Part III examines problem solving, creativity, and design Part IV delves into teaching, assessment, and evaluation, beginning with a chapter on the lecture, cooperative learning, and teamwork The book ends with a brief, insightful forecast of the future of engineering education. Because this is a practical tool and reference for engineers, each chapter is self-contained and may be read independently of the others. Unlike other works in engineering education, which are generally intended for educational

researchers, this publication is written not only for researchers in the field of engineering education, but also for all engineers who teach. All readers acquire a host of practical skills and knowledge in the fields of learning, philosophy, sociology, and history as they specifically apply to the process of engineering curriculum improvement and evaluation.

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