INNOVATIONS 2010

World Innovations in Engineering Education and Research
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World Innovations in Engineering Education and Research

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The 2010 edition of the special volume of the International Network for Engineering Education and Research is the tenth book in the series, known also as the Innovations Series. Like its predecessors, the present volume provides a forum archiving seminal accomplishments and developments worldwide. The principal goal of disseminating the information is to help promote further progress in education and research through international cooperation. The papers are grouped under several major themes. Each paper has been selected by the Board of Editors following peer review. As briefly described in this Preface, the twenty-six papers included in this book are testimony to the exciting advancement in engineering education and research that are being conceived, developed, assessed, and implemented at diverse education and research institutions around the world.

ASSESSMENT AS A TOOL TO PROMOTE LEARNING

In Chapter 1, Win Aung describes the formative evaluation process for determining the future model for the International Research and Education in Engineering (IREE) initiative, by which engineering students and faculty are supported for extended-stay research-abroad visits, with all expenses paid by the U.S. National Science Foundation. IREE is aimed primarily at addressing the growing interest of U.S. students in gaining an international perspective while engaging in collaborative research. In Chapter 2, Furukawa et al. deal with the use of two different peer-evaluation methods to investigate student team contributions in project based learning. The two methods are applied to 27 classes, with close to 2,000 total samples from almost 1,000 university 1st and 2nd year students. The results suggest specific ways that the results of different peer-evaluation methods could best be used.

From Portugal, Viegas et al. (Chap. 3) discuss the application of formative assessment to improve students’ learning and performance. They compare three types of feedback provided to students: general feedback provided in class, individual feedback provided in class, and individual feedback provided through an e-learning platform. They show that individual feedback, if properly used, could be a powerful tool to enrich learning and improve academic success.

At the Universiti Teknologi Petronas in Malaysia, Abidin (4) is providing in-house training, mandatory for new faculty, to introduce them to the education delivery and assessment culture that enables them to meet the standards set by the university. Delivered in the format of a workshop, the training is conducted by the university’s
trained facilitators who are senior faculty members with consistently good teaching track record. The work of Hariz and Mohtar (5) at the University of South Australia is focused on the effectiveness of the remote laboratory in microelectronics fabrication. A newly-designed and built remote laboratory in Microelectronics has been tested. The research tools used to determine the effectiveness of such an e-learning tool are described, and the learning outcomes of students using the remote version of the lab and of those using the traditional laboratory are compared.

Outcomes assessment in Robotics classes for non-engineering students at Holyoke Community College includes a survey conducted for students (6). Results indicate a very successful program initiative for transfer purpose at a community college, with an encouraging trend of more female students attracted to engineering. The majority of students took Robotics as their first engineering course. The present study results would help enable faculty to upgrade the Robotics curriculum to meet student needs in the future.

**NEW CURRICULUM AND METHODS**

The hands-on approach continues to be integrated into the engineering curriculum in precision automatic control engineering through industrial and international collaborations in a collaborative project between the University of North Florida and the Cologne University of Applied Sciences (7). The objectives are to use, develop, and enhance the RLab Remote Laboratory System developed at CUAS, porting the RLab capability to UNF, and expanding the scope of experiments. At the University of Pittsburgh, a new course has been developed to infuse the curriculum for future engineers with learning in nanoscale science and technology (8). To lay the foundation for this multi-year, multifaceted educational project, the following two methods were used: (a) development of an undergraduate elective in nanoscale science and engineering; and (b) provision of hands-on research and international research experiences.

In Finland, the ageing population is presenting challenges to the field of healthcare. The challenge must be met by specialists who understand information systems and the special characteristics of healthcare. Kontio et al. (9) describe a development process for a novel engineering curriculum in healthcare informatics that is based on descriptive case study research. The first batch of students with new expertise is scheduled for graduation in 2011. Hirama and Melnikoff (10) describe a Maturity Environment employed in support of software engineering education in Brazil. Based on the ISO/IEC 12207 standard, the Maturity Environment make it possible to apply different teaching approaches in undergraduate, graduate and extension continued education courses, develop education and research projects in an integrated environment, and evaluate the performance of disciplines and improving communications among students, professors and researchers.

The design and development of course modules in nano manufacturing for undergraduate and graduate engineering students at Oklahoma State University are outlined by Cecil (11). The curriculum is designed for undergraduate and graduate industrial and mechanical engineering students. There is an information-centric emphasis in these modules involving the use of information intensive process models as well as virtual engineering tools.
At Northern Illinois University (NIU), a new curriculum for a nanotechnology undergraduate certificate program has been developed by an interdisciplinary team of faculty members from engineering, sciences, and business. A problem-based pedagogical approach is employed to increase content retention of undergraduate students in science, technology, engineering and mathematics (12). Also at NIU, faculty from the College of Engineering and Engineering Technology has formed an alliance with the Society of Women Engineers and two Girl Scouts Councils to teach engineering to middle and high school students (13). The underlying framework features engineering design through hands-on activities, teamwork and mentoring.

**GLOBAL DEVELOPMENT TO ENHANCE INNOVATION AND CREATIVITY**

In many countries, the engineering community continue to widen their focus on enhancing innovation, creativity and productivity through bilateral and multi-national collaboration. In Chapter 14, Barry and Kanematsu provide the results of eight years of U.S.-Japan collaboration on creative education in which advances originating from the U.S. were adapted into Japanese higher education. In Europe, the diverse communities in several leading institutions have joined to form the Network of Excellence in Technology Enhanced Learning (15). Called STELLAR (Sustaining Technology Enhanced Learning Large-scale Multidisciplinary Research) and supported by the European Union, the Network is motivated by the need for European research on technology–enhanced learning.

In Denmark, as in many other parts of the world, public policies are increasingly tied to integrating scientists and engineers into the discourse on the global economy, leading to an ongoing strategic transformation process at the Copenhagen University College of Engineering (16). Central to the continuing transformation process is the vision of becoming an engineering school of world class by 2013.

Taiwan’s economy is based heavily in semiconductor manufacturing and, to promote interest, capability and creativity in design among undergraduate students, universities are using a design contest centered on an education version of the field programmable gate array (17). The challenging task of training student for entrepreneurship in Taiwan is being addressed through a virtual reality learning system, in which learners are engaged in the process of entrepreneurship through a project management approach (18). In Brazil, an Innovation Law has been passed, creating a legal framework for knowledge transfer that requires scientific and technological institutions to establish offices responsible for innovation policy (19).

From South Africa, a country with many cultures, Winzker and Pretorius (20) present a teaching/facilitation/research model with case studies, providing qualitative trends for collaboration between two culturally different academic institutions. A system dynamics model is developed to supplement the integrated teaching and research management model, emphasizing that cultural exchange, collaboration and research are dynamically interlinked. In western Africa, Moaveni and his students from Minnesota State University are collaborating with Antonio of the Kwame Nkrumah University of Science and Technology in Ghana on a solar project involving teams of mechanical engineering students. This helps to develop the students’ ability to function on multi-cultural teams,
and broaden the students’ education necessary to understand sustainability issues and the impact of engineering solutions in a global and societal context (21).

Since 2004, there has been a close collaboration between the Cyprus University of Technology and the University of Orleans in France in the area of tele-echography (22). With a hospital partner in each country, the project is centered on the development of a tele-echographic system with which a specialist doctor can examine a patient located in a remote place anywhere and under various conditions.

**FOUNDATIONS FOR ACADEMIA – INDUSTRY PARTNERSHIP**

In South Korea, the study of Choi et al. (23), University of Suwon, is directed at understanding the requirements of prospective employers for students. A survey was conducted for undergraduates, graduates and industry personnel who are prospective employers. Based on the responses, the university has started to offer new, industrially oriented programs such as a capstone design course.

The University of Ulsan was founded by industry in the metropolitan city of Ulsan in South Korea. Recently the University implemented a six-month Long-Term Internship Program (LTIP). In the chapter by Hwang and Yang (24), they emphasize the importance of “total management” of LTIP, which is equipped with well-defined support systems such as preliminary education, CEO professors, industry-adjunct professors, and a competitive conference. In another paper from South Korea, Kim of Dongguk University presents the formative assessment of capstone design courses (25). The author identified six basic phases with independent objectives and evaluation criteria, and designed a feedback structure that was used to provide feedback at each phase.

**COMPUTER BASED LEARNING IN HIGHER EDUCATION**

Ossiannilsson and Sponberg (26) describe the objectives and results of a Leonardo project, eGIS+, that developed and implemented course modules related to geographic information, facilitating the viewing, understanding, interpreting, requesting, and visualizing of information and data in many ways that reveal relationships, patterns and trends in the form of maps, globes, charts and reports. The effectiveness of learning through the use of web-based laboratories is investigated based on the experience of operating a solar energy e-learning laboratory (Solar e-lab) in Cyprus (27). The number of colleges and Universities that are using the solar e-lab as part of their training programme, and online student evaluation reports, all show that there is nearly excellent satisfaction by the users.

The contribution that an environmental engineering course makes towards supporting lifelong learning for “non-traditional” learners is described by Ziegler and Omar (28). The course employs the World Wide Web and is offered by the Cape Peninsula University of Technology (Bellville Campus) in Cape Town, South Africa, providing global access to knowledge and information sharing on critical environmental issues.
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The authors of the articles in this book have taken great care in recording their work in the chapters presented herein. Everyone has conscientiously considered the reviewers’ comments and revised the manuscript judiciously. They are the heroes of this volume. Next come the reviewers, all 122 of them, many responding to last minute calls from the editors for a review needed to resolve a conflicting issue or to fill in last minute for a third review. To all of these great people, we owe our gratitude.

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May 15, 2010
WIN AUNG received his M.S. and Ph.D. degrees in Mechanical Engineering from the University of Minnesota. He was a Member of Technical Staff at Bell Laboratories, Whippany, NJ, USA during 1969-1974. In 1974, he joined the U.S. National Science Foundation as Program Director of the Heat Transfer Program. He was appointed to the U.S. Senior Executive Service in 1985. He received the first NSF Federal Engineer of the Year Award in 1985. During 1976-1996, he held adjunct and visiting professorships at several universities in the U.S. and abroad. In 1994, he founded the International Conference on Engineering Education (ICEE) series and, in 2004, established the International Conference on Engineering Education and Research (iCEER) series. He co-founded the International Network for Engineering Education and Research (iNEER) in 2000, and is serving as its Secretary-General. He is the principal editor of the iNEER Innovations Series. He has published over 120 technical papers, and has edited or co-edited more than 10 books. He is a Fellow and Life Member of the American Society of Mechanical Engineers. He was awarded the Doctor of Honoris Causa (honorary doctorate) by VSB – Technical University of Ostrava, Czech Republic, in 2005, and by the University of Pécs, Hungary in 2008. In 2005 he received the Medal of Merit from the Silesian University of Technology in Poland. He was a member of the Standing Committee on Theory and Fundamental Research of the ASME Heat Transfer Division, the ASME Board on Engineering Education, and the ASME Council on Education. He was an editor of Transactions of ASME, Journal of Heat Transfer.

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