Abstract

FIE2011 Session W1A: Developing Cross-Disciplinary Collaborations For Engineering Education Research

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Time: Wednesday, October 12, 2011, 11:00 a.m. 2:00 p.m., Holiday Inn Salon A

More and more engineering faculty are moving beyond developing effective classrooms practices to conducting educational research, but this move is not without significant challenges. One set of challenges has to do with forming cross-disciplinary research collaborations. This involves attending to disciplinary differences, building trust, learning how to translate across disciplinary cultures, and committing to an exploration of synthesis across different perspectives. It also requires knowing where to find collaborators to build networks of expertise. This workshop is designed for engineering education researchers who wish to forge cross-disciplinary partnerships. At the end of the workshop, participants will be able to:

Identify expertise needs and communities for finding potential collaborators

Translate research ideas and interests into everyday language that can engage and excite potential collaborators

Describe strategies for making the most of first cultural& exchanges in developing cross-disciplinary research collaborations

As part of a series of workshops associated with the National Science Foundation (NSF) grant Expanding and sustaining research capacity in engineering and technology education: Building on successful programs for faculty and graduate students (also known as RREE II), this workshop is designed for those seeking to formulate significant and researchable engineering education questions, enhance their understanding of engineering education research articles and proposals, and discuss implications of their engineering education research with engineering faculty. Some participants may be specifically interested in applying for NSF grants that require cross-disciplinary partnerships (e.g., RIGEE and FIRE). Participants are encouraged to bring their research ideas and questions to the workshop and be prepared to engage in non-traditional hands-on activities.

Bio

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Cite this work

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