

article:2240

Advancing Engineering Education in P-12 Classrooms

This article presents a review of instructional models with the goal of demonstrating how engineering and technology studies can be incorporated seamlessly into P-12 curricula.

Various rationales for the critical need to introduce students to engineering and technology concepts and design processes throughout the pre-college pipeline give cogent reasons for their adoption, even (or, perhaps, especially) in light of related issues of in-service teacher training and development, curricular standards, and the challenge of introducing new material in a system driven by No Child Left Behind and associated high-stakes assessments. An extensive list of references is provided.

The authors would like to acknowledge the National Science Foundation for its extensive funding of many of the projects mentioned in this paper. This work was supported, in part, by the Engineering Research Center Program of the National Science Foundation under Award Number EEC9876363. Additional funding was received from the INSPIRE Institute at Purdue with a generous donation from the S. D. Bechtel Jr. Foundation.

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[: Back to 2009 Spring/Summer Issue Vol. 4, No. 3](#)

[: Back to List of Issues](#)

[: Back to Table of Contents](#)