

## issue:1250

### 2007 Winter Issue, Vol. 3, No. 1

#### Teaching, Learning, and Assessment Processes

- [The Effects of Engineering Modules on Student Learning in Middle School Science Classrooms](#)
- [Leaving Engineering: Lessons from Rowan University's College of Engineering](#)
- [First Steps in Understanding Engineering Students' Growth of Conceptual and Procedural Knowledge in an Interactive Learning Context](#)
- [Learner Achievement and Attitudes under Different Paces of Transitioning to Independent Problem Solving](#)
- [The Analytic Assessment of Online Portfolios in Undergraduate Technical Communication: A Model](#)
- [Experiences with Formative Assessment in Engineering Classrooms](#)

#### Teachers and Learners

- [A Cognitive Study of a Specific Genre in Engineering Discourse](#)
- [A Method for Identifying Variables for Predicting STEM Enrollment](#)
- [Diversifying the U.S. Engineering Workforce: A New Model](#)
- [International Engineering Students- Avoiding Plagiarism through Understanding the Western Academic Context of Scholarship](#)
- [Women Catch up: Gender Differences in Learning Programming Concepts](#)
- [Student Perceptions of High Course Workloads are Not Associated with Poor Student Evaluations of Instructor Performance](#)
- [Changes in CS Students' Attitudes Towards CS Over Time: An Examination of Gender Differences](#)

#### Courses, Laboratories, Curricula, Instructional Materials, and Learning Technologies

- [Report from the Trenches: Implementing Curriculum to Promote the Participation of Women in Computer Science](#)
- [Undergraduate Teaching of Ideal and Real Fluid Flows: The Value of Real-World Experimental Projects](#)

- [Simulation-based Learning in Engineering Education: Performance and Transfer in Learning Project Management](#)

## **Diffusion of Educational Innovations**

## **Political, Economic, and Social Influences on Engineering Education**

- [How can Engineering Education Contribute to a Sustainable Future?](#)
- [Women Engineering Graduates from the 1970s, 80s, and 90s: Constraints and Possibilities of a Non-Traditional Career Path](#)

[: Back to List of Issues](#)

[: Back to Table of Contents](#)