



Colorado School of Mines
Howard University
Stanford University
University of Minnesota
University of Washington

The Center for the Advancement of Engineering Education began research work in January 2003 with funding from two NSF Directorates, Engineering and Education and Human Resources. Primary research activities include 1) a longitudinal, multi-campus study of engineering undergraduates, 2) approaches to expanding the engineering education research community, 3) investigations of engineering faculty teaching decisions, and 4) the use of teaching portfolios to enhance the professional development of engineering graduate students.

Stop by booth #437 to visit with CAEE research team members.

CAEE Papers and Session Information - 2007 ASEE Annual Conference

Symbols indicate papers/posters from: • - Academic Pathways Study;
▪ - Scholarship on Teaching Engineering; ○ - Institute for Scholarship on Engineering Education

HCC = Hawaii Convention Center; (2/5) indicates 2nd of 5 papers in session

	Time	Session	Location	Title
Monday June 25	7:00-8:15 am	1130	HCC 303A	• Academic Pathways Study (Overview)
	7:00-8:15 am	1131	HCC 318B	<ul style="list-style-type: none"> • Geeks are Chic: Cultural Identity and Engineering Students' Pathways to the Profession. (3/5) • Should I Stay or Should I Go? Engineering Students' Persistence is Based on Little Experience or Data. (4/5) • Engineering as Lifestyle and a Meritocracy of Difficulty: Two Pervasive Beliefs Among Engineering Students and Their Possible Effects. (5/5)
	8:30-10:15 am	Main Plenary	HCC Grand Ballroom	
	10:30-12:00	1330	HCC 318B	<ul style="list-style-type: none"> • A Preliminary Analysis of Correlates of Engineering Persistence: Results from a Longitudinal Study. (2/4) • Portraying the Academic Experiences of Students in Engineering: Students' Perceptions of Their Educational Experiences and Career Aspirations in Engineering. (4/4)
	10:30-12:00	1375	HCC 325B	▪ Decisions About Teaching: What Factors Do Engineering Faculty Consider? (2/4)

	Time	Session	Location	Title
Monday June 25 (cont.)	2:15-4:00	1531	HCC 318B	<ul style="list-style-type: none"> • Competition, Confidence, and Challenges in the Engineering Classroom: American and International Students Speak Out. (3/5)
	2:15-4:00	1553	HCC 316B	<ul style="list-style-type: none"> • Exploring the Relationships between Performance on Engineering Tasks, Confidence, Gender, and First-Year Persistence. (2/4)
	2:15-4:00	1576	Exhibit Hall 1s	<ul style="list-style-type: none"> – CAEE Overview. (NSF Grantees Poster Session)
	4:30-6:00	1693	Exhibit Hall— Emerging Trends Posters	<ul style="list-style-type: none"> ○ The Scholarship of Impact In Engineering Education Research: A Case Study From The Institute On The Scholarship On Engineering Education. (Emerging Trends in Engineering Education Poster Session)
Tuesday June 26	8:30-10:15 am	2275	HCC 325A	<ul style="list-style-type: none"> ○ Diversity in Engineering Education Research: Insights from Three Study Designs. (1/4) ▪ Diversity in Engineering Teaching—Views From Future Engineering Faculty. (2/4)
	12:30-2:00	2431	HCC 316A	<ul style="list-style-type: none"> • Creative, Contextual, and Engaged: Are Women the Engineers of 2020? (3/5)
Wednesday June 27	8:30-10:15 am	3292	Exhibit Hall 1r	<ul style="list-style-type: none"> • Cultural Models of the Admission Process in Engineering: Views on the Role of Gender. (Women in Engineering Poster Session)
	12:30-2:00	3430	HCC 313B	<ul style="list-style-type: none"> • Breadth in Design Problem Scoping: Using Insights from Experts to Investigate Student Processes. (1/4)
	2:15-4:00	3531	HCC 313C	<ul style="list-style-type: none"> • The Role of Doggedness in the Completion of an Undergraduate Engineering Degree. (3/5)
	2:15-4:00	3575	HCC 306A	<ul style="list-style-type: none"> ○ Storytelling in Engineering Education. (3/5)
	4:30-6:00	3630	HCC 316C	<ul style="list-style-type: none"> • Sponsorship: Engineering's Tacit Gatekeeper. (3/4)

