Additional Scholars’ Questions

• How do students manipulate language to present technical projects to non-technical audiences? 
  (Kami Carey, Howard U.)

• How do hands-on laboratory experiences enhance learning compared to computer simulations for a culturally diverse student population in a linear control undergraduate course? 
  (Marcel Castro, Howard U.)

• What core values in engineering practice align themselves with the UN’s challenges for engineering in the 21st century? 
  (George Catalano, SUNY Binghamton)

• What effect does a structured mentoring program have on the performance of first year engineering students from urban, public high schools? 
  (Sharon Jones, Lafayette College)

• What is the impact of case studies used in a laboratory course on student motivation? 
  (Stephanie Luster-Teasley, NCA&T)

• What is important to those who decide late that they want to get into engineering? 
  (James McGuffin-Cawley, Case Western Reserve U.)

• What challenges do transfer students who enter engineering at a 4-year university from a community college setting face? 
  (Lorelle Meadows, U. of Michigan – Ann Arbor)

• How do students who enter as undecided engineers decide to enroll in a specific discipline? 
  (Donna Michalek, Michigan Technological U.)

• What are the most meaningful experiences that motivate Hispanic students to transfer from Texas community colleges to a 4-year engineering program? 
  (Jaime Hernandez Mijangos, Texas State U. – San Marcos)

• How does undergraduate engineering work experience affect students’ course choices, transition to industry, and job satisfaction? 
  (Carol Stwalley, Purdue U.)

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