Contents

Section I

Special Issue

Designing Engineering Design Education in Canada

Guest Editors

Christopher Rennick, Ada Hurst, Steve Lambert, Meagan Flus – University of Waterloo, Ontario, Canada

Editorial Ahmad Ibrahim	1
Guest Editorial Christopher Rennick, Ada Hurst, Steve Lambert and Meagan Flus	2–3
Overview of the Inaugural Canadian Design Workshop (CDW1): From Vision to Evaluation Christopher Rennick, Ada Hurst, Steven Lambert and Meagan Flus	4–13
Design at Scale in a First-Year Transdisciplinary Engineering Design Course Marnie V. Jamieson, Ahmed S. Ead, Aidan Rowe, Janice Miller-Young and Jason P. Carey	14–24
Development and Implementation of an Integrative and Experiential Design Project: Design, Build and Test a Scanning Tunneling Microscope Jennifer A. Coggan and Christopher Rennick	25–35
Hackathons as a Novel Pedagogy in Engineering Design Education Meagan Flus and Ada Hurst	36–44
Distilling Sustainable Design Concepts for Engineering Design Educators Jordan Nickel, P. Robert Duimering and Ada Hurst	45–55
Characterizing Engineering Design Activities Using Jonassen's Design Theory of Problem Solving Christopher Rennick, Gregory Litster, Ada Hurst, Carol C. W. Hulls and Sanjeev Bedi	56–66
A Qualitative Analysis of Collaborative Computer-Aided Design Experiences to Inform Teaching Kevin A. Leonardo and Alison Olechowski	67–80
On Teaching Tacit Knowledge in Engineering Design and Professional Practice M. V. Jamieson, M. Naef and J. M. Shaw	81–89

Section II

Contributions in: Spatial Skills, Embedded Systems, Sustainability, Personalized Learning, Engineering Identity, Depth of Discipline, Virtual Reality, Challenge-Based Learning, Cooperative Programs, Assessment, Academic Dishonesty, Depth vs. Breadth, Leadership, Entrepreneurship, Service Learning, Laboratory Work

Enhancing Undergraduate Engineering Students' Spatial Skills Through a New Virtual and Physical Manipulatives (VPM) Technology Ning Fang, Ahmad Farooq and Wade Goodridge	90–100
Introduction to Embedded Systems Course: An Engineering Design Approach M. A. Ali, O. Waqar, S. Afridi and N. Ali	101–109
Phenomenon- and Project-Based Learning Through the Lens of Sustainability Riadh Habash, Md Mahmud Hasan, Jonathan Chiasson and Milad Tannous	110–116
The Design and Implementation of an Intelligent Education Prototype for an Electronic Systems Course Dong Liang, Wenyan Li, Nan Wang, Jiaxuan Gao and Hao Jin	117–129
The Effect of a Caring Intervention on Engineering Identity: Insights from a One-Day Outreach Event with Elementary and Middle School Girl Scouts Maya E. Denton, Indu Venu Sabaraya, Navid B. Saleh and Mary Jo Kirisits	130–144

Depth of Discipline as an Influencing Factor of Engineering Identity Jenna Johnson, Lesley Strawderman, Reuben Burch, M. Jean Mohammadi-Aragh and Jennifer Easley	145–157
Development of Interactive Textbooks by Applying STEAM and Virtual Reality Concepts Chih-Chao Chung, Bo-Yuan Cheng, Yuh-Ming Cheng and Shi-Jer Lou	158–170
Applying Challenge Based Learning to Teach Mass Transfer Cristina Barrera, María Luisa Castelló Lucía Seguí, Ana Heredia and Jorge García-Hernández	171–180
Role of Cooperative Programs in the University-to-Career Transition: A Case Study in Construction Management Engineering Education M. E. Al-Atroush and Y. E. Ibrahim	181–199
Invigilated Lab Exams as an Effective Strategy to Reduce Academic Dishonesty María Sofia Martínez-García, Angel de Castro, Alberto Sanchez, Yasamin Ambrollahi and Javier Garrido	200–210
Specificity of Discipline as an Influence on Entry-Level Engineering Occupational Alignment Jenna Johnson, Lesley Strawderman, Reuben Burch, M. Jean Mohammadi-Aragh and Jennifer Easley	211–223
Uncovering the Hidden Curriculum of Leadership Education in Civil Engineering Madeline Polmear, Nicholas Clegorne and Denise R. Simmons	224–236
Application of Entrepreneurial Minded Learning Design Projects to Develop First-Year Engineering Students' Entrepreneurial Mindset Alexandra Jackson, Cheryl A. Bodnar, Scott Streiner, Kevin Dahm, Kaitlin Mallouk and Bruce Oestreich	237–252
Impact of Service Learning on Engineering Student Development Jennifer Benning, Christopher Shearer, Stuart Kellogg and William Oakes	253–263
Improving Student Learning Experience in Fluid Mechanics with Lecture/Lab Alignment and Post-Lab Discussion Ásdís Helgadóttir, Halldór Pálsson and Guðrún Geirsdóttir	264–282
Guide for Authors	283