

Contents

M. S. Wald	419	Editorial
C. L. Dym	420–421	Guest Editorial
C. L. Dym	422–428	Engineering Design: So Much to Learn
S. Sheppard, A. Colby, K. Macatangay and W. Sullivan	429–438	What is Engineering Practice?
D. C. Davis, S. W. Beyerlein and I. T. Davis	439–446	Deriving Design Course Learning Outcomes from a Professional Profile
J. H. McMasters	447–459	Influencing Student Learning: An Industry Perspective
L. R. Lattuca, L. C. Strauss and J. F. Volkwein	460–469	Getting in Sync: Faculty and Employer Perceptions from the National Study of EC2000
M. Contero, F. Naya, P. Company and J. L. Saorin	470–477	Learning Support Tools for Developing Spatial Abilities in Engineering Design
C. L. Magee and D. D. Frey	478–488	Experimentation and its Role in Engineering Design: Linking a Student Design Exercise to New Results from Cognitive Psychology
Y. Reich, E. Kolberg and I. Levin	489–495	Designing Contexts for Learning Design
G. E. Okudan and S. Mohammed	496–502	Facilitating Design Learning in a Cooperative Environment: Findings on Team Functioning
T. Meijknecht and H. Van Drongelen	503–507	The Five Saints of Electrical Engineering
R. Bailey and Z. Szabo	508–518	Assessing Engineering Design Process Knowledge
M. Mehalik and C. Schunn	519–532	What Constitutes Good Design? A Review of Empirical Studies of Design Processes
D. K. Sobek, II	533–539	System-Level Design: A Missing Link?
D. Socha and S. Walter	540–550	Is Designing Software Different From Designing Other Things?
O. Eris	551–559	Insisting on Truth at the Expense of Conceptualization: Can Engineering Portfolios Help?
K. J. Obarski and S. W. Soled	560–565	Engineers as Inquiry Practitioners
M. Ogot and G. E. Okudan	566–576	Systematic Creativity Methods in Engineering Education: A Learning Styles Perspective
M. W. Ohland and J. D. Summers	577–583	Teaching Design Using Multiple Hierarchical Engineering Education Models
T. Healy	584–590	Restructuring an Engineering Core Course to Prepare Students for Design Experiences
C. Lewis, S. Magleby and R. Todd	591–597	Learning to Design Products in Environments with Limited Design Traditions
J. Turns, M. Cardella, C. J. Atman, J. Martin, J. Newman and R. S. Adams	598–608	Tackling the Research-to-Teaching Challenge in Engineering Design Education: Making the Invisible Visible
J. P. Terpenney, R. M. Goff, M. R. Vernon and W. R. Green	609–616	Utilizing Assistive Technology Design Projects and Interdisciplinary Teams to Foster Inquiry and Learning in Engineering Design
A. Agogino, S. Song and J. Hey	617–625	Triangulation of Indicators of Successful Student Design Teams
E. Cuddihy and J. Turns	626–636	Assessing One Aspect of Design Learning: Qualitative Analysis of Students' Design Rationales
S. Finger, D. Gelman, A. Fay and M. Szczerban	637–644	Assessing Collaborative Learning in Engineering Design
J. M. T. Walker, D. S. Cordray, P. H. King and S. P. Brophy	645–651	Design Scenarios as an Assessment of Adaptive Expertise
J. S. Lamancusa	652–658	Design as the Bridge Between Theory and Practice
L. C. Schmidt	659–664	Engineering Teams: Individual or Group Sport?
D. Ollis and J. Krupczak	665–670	Teaching Technology Literacy: An Opportunity for Design Faculty?
A. F. McKenna, J. E. Colgate, S. H. Carr and G. B. Olson	671–678	IDEA: Formalizing the Foundation for an Engineering Design Education
P. K. Hansen, J. O. Riis, F. Gertsen and P. Israelsen	679–684	Learning for Life—PBL in Continuing Education
J. W. Wesner	685–688	What We Have Learned in Mudd Design Workshop V: Learning and Engineering Design

