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Engineering skills and knowledge are foundational to technological innovation and development that drive long-term economic growth and help solve societal challenges. Therefore, to ensure national competitiveness and quality of life it is important to understand and to continuously adapt and improve the educational and career pathways of engineers in the United States. To gather this understanding it is necessary to study the people with the engineering skills and knowledge as well as the evolving system of institutions, policies, markets, people, and other resources that together prepare, deploy, and replenish the nation's engineering workforce. This report explores the characteristics and career choices of engineering graduates, particularly those with a BS or MS degree, who constitute the vast majority of degreed engineers, as well as the characteristics of those with non-engineering degrees who are employed as engineers in the United States. It provides insight into their educational and career pathways and related decision making, the forces that influence their decisions, and the implications for major elements of engineering education-to-workforce pathways.

There are many ways to apply knowledge to achieve a successful career. Different people have used different ideologies get to the top. What are the characteristics that will help you achieve success? This book caters not only to students stepping into the engineering fields or the corporate world for the first time but also to those who are stuck in the wrong profession. The book highlights the importance of knowing your field of education, the importance of personality, finding the right opportunity in different fields of work, choosing the right first employer, and other important decisions related to your career. This book is an essential read for anyone who wants to enter the field of engineering. The volume includes a good number of illustrations with detailed notes.

The 21st century is witnessing a rapid increase in the pace of knowledge creation in the sciences and engineering. Competing in this global economy requires a science and engineering workforce that is consistently at the technological forefront. Dr. Charles Vest, President of the National Academy of Engineering, in a speech at the University of Michigan on October 15, 2007, put it simply: prospering in the knowledge age requires people with knowledge. The purpose of the Lifelong Learning Imperative Workshop, summarized in this volume, was to consider learning opportunities for the engineering professional. The participants in the workshop addressed the necessity of lifelong learning, the history of continuing education, possible delivery systems, systems used by other professions, and the current state of learning when viewed in the light of the rapid rate of technological change.

Case studies and pedagogical strategies to help science and engineering students improve their writing and speaking skills while developing professional identities. To many science and engineering students, the task of writing may seem irrelevant to their future professional careers. At MIT, however, students discover that writing about their technical work is important not only in solving real-world problems but also in developing their professional identities. MIT puts into practice the belief that "engineers who don't write well end up working for engineers who do write well," requiring all students to take "communications-intensive" classes in which they learn from MIT faculty and writing instructors how to express their ideas in writing and in presentations. Students are challenged not only to think like professional scientists and engineers but also to communicate like them.This book offers in-depth case studies and pedagogical strategies from a range of science and engineering communication-intensive classes at MIT. It traces the progress of seventeen students from diverse backgrounds in seven classes that span five departments. Undergraduates in biology attempt to turn scientific findings into a research article; graduate students learn to define their research for scientific grant writing; undergraduates in biomedical engineering learn to use data as evidence; and students in aeronautic and astronautic engineering learn to communicate collaboratively. Each case study is introduced by a description of its theoretical and curricular context and an outline of the objectives for the students' activities. The studies describe the on-the-ground realities of working with faculty, staff, and students to achieve communication and course goals, offering lessons that can be easily applied to a wide variety of settings and institutions.

Educating the Engineer of 2020 is grounded by the observations, questions, and conclusions presented in the best-selling book The Engineer of 2020: Visions of Engineering in the New Century. This new book offers recommendations on how to enrich and broaden engineering education so graduates are better prepared to work in a constantly changing global economy. It notes the importance of improving recruitment and retention of students and making the learning experience more meaningful to them. It also discusses the value of considering changes in engineering education in the broader context of enhancing the status of the engineering profession and improving the public understanding of engineering. Although certain basics of engineering will not change in the future, the explosion of knowledge, the global economy, and the way engineers work will reflect an ongoing evolution. If the United States is to maintain its economic leadership and be able to sustain its share of high-technology jobs, it must prepare for this wave of change.

A straightforward look at how to begin addressing the "E" in STEM instruction in a way that's engaging, motivating, and linked to key content, standards, and 21st century skills.

Engineering education in K-12 classrooms is a small but growing phenomenon that may have implications for engineering and also for the other STEM subjects--science, technology, and mathematics. Specifically, engineering education may improve student learning and achievement in science and mathematics, increase awareness of engineering and the work of engineers, boost youth interest in pursuing engineering as a career, and increase the technological literacy of all students. The teaching of STEM subjects in U.S. schools must be improved in order to retain U.S. competitiveness in the global economy and to develop a workforce with the knowledge and skills to address technical and technological issues. Engineering in K-12 Education reviews the scope and impact of engineering education today and makes several recommendations to address curriculum, policy, and funding issues. The book also analyzes a number of K-12 engineering curricula in depth and discusses what is known from the cognitive sciences about how children learn engineering-related concepts and skills. Engineering in K-12 Education will serve as a reference for science, technology, engineering, and math educators, policy makers, employers, and others concerned about the development of the country's technical workforce. The book will also prove useful to educational researchers, cognitive scientists, advocates for greater public understanding of engineering, and those working to boost technological and scientific literacy.