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EDGD Officers

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The Engineering Design Graphics Journal is the official publication of the Engineering Design Graphics Division of ASEE. The scope of the Journal is devoted to the advancement of engineering design graphics, computer graphics, and subjects related to engineering design graphics in an effort to 1) encourage research, development, and refinement of theory and applications of engineering design graphics for understanding and practice, 2) encourage teachers of engineering design graphics to experiment with and test appropriate teaching techniques and topics to further improve the quality and modernization of instruction and courses, and 3) stimulate the preparation of articles and papers on topics of interest to the membership. Acceptance of submitted papers will depend upon the results of a review process and upon the judgement of the editors as to the importance of the papers to the membership. Papers must be written in a style appropriate for archival purposes.

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From the Editor

Dear Members:

Maybe it's just that time of the semester, but I find myself wondering if my students are acquiring the most important skill they will develop over their four years of college—the ability to learn on their own. As educators we walk a fine line between being supportive of our students and "spoon-feeding" them.

I always feel better when a student comes to me with a problem started, right or wrong, because at least they have tried to apply the concepts I presented in lecture. When my students have a problem that they can't solve, I usually sit down with them and we work it through together. I try to get them started and then tell them what they need to do to complete the problem. I find that some just keep coming back for answers.

If a student has a problem that I can't answer on the spot, I research it and get back to them. Having done this a few times lately, I find myself wondering why I'm doing the research instead of them. I teach a multimedia class and the scripting is always a challenge. When I have a problem, I check my book collection, I write trial scripts and check them out and I enjoy the satisfaction of solving the problem. I wonder why my students don't know how to do this.

Some students seem unaware that there are resources available to help them, that their lecture notes contain information on how to solve the problem and that you don't have to take a course in order to learn something.

*The ability to learn on their own is the best education we can give our students. If you have been successful in nurturing this ability, share your techniques with the rest of us in the division. Email me, put it on the listserv or present a paper—it would be a great topic to cover in the **Journal** or discuss at a conference session!*

See you at the next meeting!

Judy Birchman

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