

THE ENGINEERING DESIGN GRAPHICS
Journal

[From the Editor]

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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.

How do we know whether we're teaching what we should be teaching and teaching it the way it should be taught? The second half of this question is something that all of ask ourselves on a regular basis as we teach our classes. Every once in while, we have the opportunity to ask ourselves the first half of this question. "Have we designed a course or courses that provides the right blend of technology, conceptual knowledge, and skill development to prepare our students to be successful when they graduate?" This issue of the Journal provides three articles to help us think about what we should be teaching and how we should evaluate its effectiveness.

Sorby's article continues the reporting on the development of an innovative course in spatial visualization that has been in development since 1993. This article reminds us that course development is never a one-shot affair but, rather, a process of continuous quality improvement. Clark's article reports on an animation course that has been under development for five years. While many institutions do not have the luxury of offering courses outside of mainstream engineering graphics, articles such as these provide insight into the many facets of technical engineering graphics and ways in which new approaches to the topic might be implemented. Once a new course has been developed and taught, Colwell, Whittington, and Higley's article provides methods for assessing both the success of the course and, just as importantly, how well the course fits into the overall structure of your curriculum.

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Cover graphics from E. F. Kirton and S. D. Lavoie's paper on page 27.

ISSN 0046 - 2012