

Research Study

Have you changed how you teach engineering?

Tell us about your teaching journey!

CAREER: Overcoming Pedagogical Inertia: Amplifying the Course Transformation Narratives of Engineering Educators

Purpose of the Study

To understand how engineering faculty redesign courses and/or implement innovative teaching and curricular change in undergraduate engineering education.

Who can participate

Current or retired engineering faculty:

- In the U.S.
- Have implemented course changes



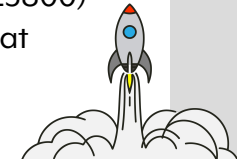
Study Details

You will answer 15 to 20 min online survey

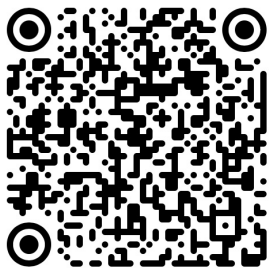


Our team

This research is part of an NSF-funded CAREER project (Award No. 2523800) conducted by the REDES team at Cornell University



TAKE THE SURVEY



Contact us

Principal Investigator

Dr. Alexandra Coso Strong

email: acs386@cornell.edu



Participation is voluntary and will be kept confidential
Study has been approved by Cornell IRB No. IRB0150405

