

AN ETHICAL STANCE: ENGINEERING CURRICULA DESIGNED FOR SOCIAL RESPONSIBILITY

ABSTRACT

Engineering must provide the global community with socially responsible, ethical and sustainable design solutions. The potential for engineering designers to contribute positively to the betterment of society, through product service systems that provide opportunities for sustainable development, enhance societal well-being and empower communities to be self determining, must be realised. This will require the engineering community to take leadership roles in product design and development and to engage with emerging economies to deliver appropriate designs and sustainable technologies. Social responsibility and sustainability will need to be at the forefront of product design and development and more importantly, integrated throughout engineering education. As global designers, engineering graduates must be ethical and responsible, fully cognizant of the consequences of their professional activities, their potential for global societal contribution and their responsibilities to all stakeholders and communities. Opportunities exist for well considered curricula to drive new engineering paradigms and determine attitudinal change amongst the next engineering designers.

Keywords: socially responsible design, ethical design, engineering curriculum, sustainability

1 INTRODUCTION

Design and engineering must progress from servicing the needs of business to servicing the needs of society, particularly those communities in developing economies – the other 90 percent. It is imperative that all global communities have access to basic essential elements of life; clean drinking water, energy, sanitation, healthcare, education and the tools for self determination. Engineering competency must be balanced with social awareness, environmental sensitivity and cultural sensitivity. "Technical virtuosity is often necessary, but never sufficient" [1] The next generation of engineers must be responsible practitioners who are critically aware of the potential impact of their professional activities and also cognisant of the contribution that engineering design can make to the quality of life in global communities.[2]

New directions in engineering must be led by educators, through balanced curricula that integrate the principles of sustainable design and socially responsible design throughout the learning process and focus on 'design for need' rather than market agendas, to achieve the requisite attitudinal change.

2 EXAMINING THE PROBLEM

"There are professions more harmful than industrial design, but only a few of them." [3]

2.1 Market driven design

It is almost forty years since Papanek proposed that designers' responsibilities should shift from market driven design towards social and environmental concerns. He advocated more responsible use of environmental resources and improved societal balance through new design agendas, declaring that "designers have become a dangerous breed." He was right to be concerned.

Product design, which emerged in the 20th century, "has historically been a contingent practice rather than one based on necessity" [4] and is seen as having a fundamental role in the emergence of post WW2 consumerism. It has impacted buyer behavior through planned, technical, functional, or stylistic obsolescence, and disruptive technology and through the use of 'consumer engineering' (adding value to increase desirability).

By the 1950s the USA was embracing a design-led consumer culture, leading economist Victor Lebow to state "Our enormously productive economy demands that we make consumption our way of life, that we convert the buying and use of goods into rituals, that we seek our spiritual satisfaction and our ego satisfaction in consumption. We need things consumed, burned up, worn out, replaced and discarded at an ever-increasing rate." [5]

Ethics And Engineering Curricula The Teaching Of Ethics Vii

Kaushik Kumar



Ethics And Engineering Curricula The Teaching Of Ethics Vii:

Innovation-Based Development of the Mineral Resources Sector: Challenges and Prospects Vladimir

Litvinenko, 2018-10-11 Innovation Based Development of the Mineral Resources Sector Challenges and Prospects contains the contributions presented at the XI Russian German Raw Materials Conference Potsdam Germany 7 8 November 2018 The Russian German Raw Materials Conference is held within the framework of the Permanent Russian German Forum on the Issues of the Use of Raw Materials which has as goals to develop new approaches to effectively use energy mineral and renewable natural resources and to initiate cooperation in the field of sustainability and environmental protection The contributions cover current trends in the development of raw materials markets and the world economy the state of the environment and new technologies applied in the sector effectively responding to modern challenges The 63 accepted papers are grouped into four main sections Mineral exploration and mining Mining services Processing of raw materials Other Innovation Based Development of the Mineral Resources Sector Challenges and Prospects will be of interest to academics and researchers involved in the mineral resources sector but also to professionals in the public foreign trade and education fields and representatives of major corporations and professional associations **Resources in Education** ,2000 AAAS

Professional Ethics Project Rosemary A. Chalk, 1980

Engineering Education John Heywood, 2006-01-24 A synthesis of nearly 2 000 articles to help make engineers better educators While a significant body of knowledge has evolved in the field of engineering education over the years much of the published information has been restricted to scholarly journals and has not found a broad audience This publication rectifies that situation by reviewing the findings of nearly 2 000 scholarly articles to help engineers become better educators devise more effective curricula and be more effective leaders and advocates in curriculum and research development The author's first objective is to provide an illustrative review of research and development in engineering education since 1960 His second objective is with the examples given to encourage the practice of classroom assessment and research and his third objective is to promote the idea of curriculum leadership The publication is divided into four main parts Part I demonstrates how the underpinnings of education history philosophy psychology sociology determine the aims and objectives of the curriculum and the curriculum's internal structure which integrates assessment content teaching and learning Part II focuses on the curriculum itself considering such key issues as content organization trends and change A chapter on interdisciplinary and integrated study and a chapter on project and problem based models of curriculum are included Part III examines problem solving creativity and design Part IV delves into teaching assessment and evaluation beginning with a chapter on the lecture cooperative learning and teamwork The book ends with a brief insightful forecast of the future of engineering education Because this is a practical tool and reference for engineers each chapter is self contained and may be read independently of the others Unlike other works in engineering education which are generally intended for educational researchers this publication is written not only for researchers in the

field of engineering education but also for all engineers who teach All readers acquire a host of practical skills and knowledge in the fields of learning philosophy sociology and history as they specifically apply to the process of engineering curriculum improvement and evaluation

The Routledge International Handbook of Engineering Ethics Education Shannon Chance, Tom Børsen, Diana Adela Martin, Roland Tormey, Thomas Taro Lennerfors, Gunter Bombaerts, 2024-12-04

Responding to the need for a timely and authoritative volume dedicated to this burgeoning and expansive area of research this handbook will provide readers with a map of themes topics and arguments in the field of engineering ethics education

EEE Featuring critical discussion research collaboration and a team of international contributors of globally recognized standing this volume comprises six key sections which elaborate on the foundations of EEE teaching methods accreditation and assessment and interdisciplinary contributions Over 100 researchers of EEE from around the globe consider the field from the perspectives of teaching research philosophy and administration The chapters cover fast moving topics central to our current understanding of the world such as the general data protection regulation GDPR artificial intelligence AI biotechnology and ChatGPT and they offer new insights into best practices research to equip program leaders and instructors delivering ethics content to students This Open Access volume will be of interest to researchers scholars postgraduate students and faculty involved with engineering education engineering ethics and philosophy of education Curriculum designers staff developers teaching pedagogical courses to faculty and engineering professionals may also benefit from this volume The Open Access version of this book available at <http://www.taylorfrancis.com> has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

Software Engineering: Effective Teaching and Learning Approaches and Practices Ellis, Heidi J.C., Demurjian, Steven A., Naveda, J. Fernando, 2008-10-31

Over the past decade software engineering has developed into a highly respected field Though computing and software engineering education continues to emerge as a prominent interest area of study few books specifically focus on software engineering education itself *Software Engineering Effective Teaching and Learning Approaches and Practices* presents the latest developments in software engineering education drawing contributions from over 20 software engineering educators from around the globe Encompassing areas such as student assessment and learning innovative teaching methods and educational technology this much needed book greatly enhances libraries with its unique research content

Compendium of Civil Engineering Education Strategies Hudson Jackson, Kassim Tarhini, 2022-06-07

This book compiles proven strategies and information on civil engineering education and the skills necessary for successful practice of civil engineering such as critical thinking design thinking leadership and communication skills It also addresses other relevant topics including professional ethics global perspectives assessment recruitment retention and more It is designed so that each chapter can be used separately or in combination with other chapters to help enhance and foster student learning as well as development of skills required for engineering practice Features Includes

overviews of successful academic approaches for each topic including implementation examples in every chapter Explains how assessment and the resulting data can be used for holistic evaluation and improvement of student learning Addresses the complexities of moral and professional ethics in engineering Highlights the importance of adopting a global perspective and the successful strategies that have been used or considered in educating resilient globally minded engineers

Compendium of Civil Engineering Education Strategies Case Studies and Examples serves as a useful guide for engineering faculty practitioners and graduate students considering a career in academia Academic faculty and working professionals will find the content helpful as instructional and reference material in developing and assessing career skills It is also useful for intellectually curious students who want a deeper understanding and appreciation of the need for professional development and life long learning

Infusing Ethics into the Development of Engineers National Academy of Engineering, Center for Engineering Ethics and Society, Infusing Ethics Selection Committee, 2016-02-17 Ethical practice in engineering is critical for ensuring public trust in the field and in its practitioners especially as engineers increasingly tackle international and socially complex problems that combine technical and ethical challenges This report aims to raise awareness of the variety of exceptional programs and strategies for improving engineers understanding of ethical and social issues and provides a resource for those who seek to improve ethical development of engineers at their own institutions This publication presents 25 activities and programs that are exemplary in their approach to infusing ethics into the development of engineering students It is intended to serve as a resource for institutions of higher education seeking to enhance their efforts in this area

The Emerald Handbook of Challenge Based Learning Eliseo Vilalta-Perdomo, Jorge Membrillo-Hernández, Rosario Michel-Villarreal, Geeta Lakshmi, Mariajulia Martínez-Acosta, 2022-08-08 This is the first handbook offering an in depth exploration on how to conceive design implement monitor and develop Challenge Based Learning initiatives in Higher Education Institutions It presents contributions from international experts from theory to practice and provides insightful directions for future research on this topic

Engineering Ethics for a Globalized World Colleen Murphy, Paolo Gardoni, Hassan Bashir, Charles E. Harris, Jr., Eyad Masad, 2015-06-22 This volume identifies discusses and addresses the wide array of ethical issues that have emerged for engineers due to the rise of a global economy To date there has been no systematic treatment of the particular challenges globalization poses for engineering ethics standards and education This volume concentrates on precisely this challenge Scholars and practitioners from diverse national and professional backgrounds discuss the ethical issues emerging from the inherent symbiotic relationship between the engineering profession and globalization Through their discussions a deeper and more complete understanding of the precise ways in which globalization impacts the formulation and justification of ethical standards in engineering as well as the curriculum and pedagogy of engineering ethics education emerges The world today is witnessing an unprecedented demand for engineers and other science and technology professionals with advanced degrees due to both the off shoring of western

jobs and the rapid development of non Western countries The current flow of technology and professionals is from the West to the rest of the world Professional practices followed by Western or Western trained engineers are often based on presuppositions which can be in fundamental disagreement with the viewpoints of non Westerners A successful engineering solution cannot be simply technically sound but also must account for cultural social and religious constraints For these reasons existing Western standards cannot simply be exported to other countries Divided into two parts Part I of the volume provides an overview of particular dimensions of globalization and the criteria that an adequate engineering ethics framework must satisfy in a globalized world Part II of the volume considers pedagogical challenges and aims in engineering ethics education that is global in character Engineering, Social Sciences, and the Humanities Steen Hyldgaard Christensen, Anders Buch, Eddie Conlon, Christelle Didier, Carl Mitcham, Mike Murphy, 2023-01-16 This book presents a critical examination of conversations between engineering social sciences and the humanities asking whether their conversations have come of age These conversations are important because ultimately their outcome have real world consequences in engineering education and practice and for the social and material world we inhabit Taken together the 21 chapters provide scholarly argued responses to the following questions Why are these conversations important for engineering for social sciences and for the humanities Are there key places in practice in the curriculum and in institutions where these conversations can develop best What are the barriers to successful conversations What proposals can be made for deepening these conversations for the future How would we know that the conversations have come of age and who gets to decide The book appeals to scholarly audiences that come together through their work in engineering education and practice The chapters of the book probes and access the meetings and conversations and they explore new avenues for strengthening dialogues that transcend narrow disciplinary confines and divisions The volume offers a rich collection of descriptive resources and theoretical tools that will be useful for researchers of engineering practices and for those aiming to reshape the engineering lifeworld through new policies The book depicts the current state of the art of the most visible SSH contributions to shaping engineering practices as well as a map of research gaps and policy problems that still need to be explored Dr Ir Lavinia Marin TU Delft Electrical Engineering and Philosophy **Fostering Integrity in Research** National Academies of Sciences, Engineering, and Medicine, Policy and Global Affairs, Committee on Science, Engineering, Medicine, and Public Policy, Committee on Responsible Science, 2018-01-13 The integrity of knowledge that emerges from research is based on individual and collective adherence to core values of objectivity honesty openness fairness accountability and stewardship Integrity in science means that the organizations in which research is conducted encourage those involved to exemplify these values in every step of the research process Understanding the dynamics that support or distort practices that uphold the integrity of research by all participants ensures that the research enterprise advances knowledge The 1992 report Responsible Science Ensuring the Integrity of the Research Process evaluated issues related to scientific responsibility

and the conduct of research It provided a valuable service in describing and analyzing a very complicated set of issues and has served as a crucial basis for thinking about research integrity for more than two decades However as experience has accumulated with various forms of research misconduct detrimental research practices and other forms of misconduct as subsequent empirical research has revealed more about the nature of scientific misconduct and because technological and social changes have altered the environment in which science is conducted it is clear that the framework established more than two decades ago needs to be updated Responsible Science served as a valuable benchmark to set the context for this most recent analysis and to help guide the committee's thought process Fostering Integrity in Research identifies best practices in research and recommends practical options for discouraging and addressing research misconduct and detrimental research practices

Higher Education and the Evolution of Management, Applied Sciences, and Engineering Curricula Machado, Carolina F., Davim, J. Paulo, 2019-02-01 In an increasingly complex competitive and global world organizations require highly skilled professionals who have the capacity to proactively answer challenges Thus educational institutions must update the curricula of their courses to better contribute to the training and development of professionals in order to ensure that they are prepared to face increasing levels of organizational competitiveness Higher Education and the Evolution of Management Applied Sciences and Engineering Curricula is a collection of innovative research that fosters discussion on the evolution of higher education in management applied sciences and engineering with an emphasis on curriculum development pedagogy didactic aspects and sustainable education This publication presents models theories and tools that allow individuals to take a more strategic role in their organizations It is ideally designed for managers engineers human resource officials academicians researchers administrators and lecturers

Engineering Pedagogy Towards Outcome-Based Education Kaushik Kumar, 2022-10-05 With the growing environment and consciousness of outcome based education the importance of this subject has increased manyfold Unfortunately there is little information on engineering pedagogy available outside of scattered journal articles conference and symposium proceedings workshop notes and government and company reports This book overcomes these difficulties by presenting in a single volume many of the recent advances in the field of engineering pedagogy and its recent developments Engineering Pedagogy Towards Outcome Based Education provides a systematic approach to explicit fundamentals as well as recent advances in the area It incorporates various case studies for major topics as well as numerous academic examples Each chapter contains many state of the art techniques required for practical engineering applications This book serves as a useful source of information for practicing academicians and specialists as well as academic institutions working on the subject

Projects in the Computing Curriculum Michael Holcombe, Andrew F. Stratton, Sally A. Fincher, Gary Griffiths, 2012-12-06 Dr Peter Milton Director of Programme Review Quality Assurance Agency I am grateful to the authors for giving me the opportunity to write this foreword mainly because it represents the first occasion that the Fund for the Development of Teaching and

Learning FDTL has led directly to a publication such as this. In my former capacity as Director of Quality Assessment at the Higher Education Funding Council for England (HEFCE) I chaired the FDTL Committee during 1996-7 and am delighted to see the projects which were selected so painstakingly leading to successful outcomes. Assessment of the quality of higher education (HE) was introduced in 1993 and was intended to improve public information about what was on offer in British universities and colleges as well as to assist in the enhancement of educational opportunities for students. This was part of a larger agenda in which educational quality and the standards achieved by students have come under increasing scrutiny with a long-term objective of linking funding allocations to the quality of the provision. It was in this context that the FDTL Initiative was launched in 1995 to support projects aimed at stimulating developments in teaching and learning and to encourage the dissemination of good practice across the HE sector. Good practice is identified through the process of quality assessment and bids for funding can only be made by those institutions which have demonstrated high quality provision. To date the programme includes 63 projects drawn from 23 subject areas.

Index Medicus, 2004 Vols for 1963 include as part 2 of the Jan issue Medical subject headings.

EAI International Conference on Technology, Innovation, Entrepreneurship and Education Angelica Reyes-Munoz, Ping Zheng, David Crawford, Victor Callaghan, 2019-03-15. This book presents the proceedings of the 1st EAI International Conference on Technology Innovation Entrepreneurship and Education TIE 2017 which took place at Canterbury Christ Church University on September 11-12, 2017. The central theme of the conference is creativity and innovation especially in relation to technology, business, education, social and political needs that make modern society flourish. The proceedings feature papers from a cross-disciplinary audience that explore the process of creativity and innovation. The goal is that the various disciplines can learn from each other and see how they might benefit from the cross-fertilization of practices.

Proceedings of the 2022 International Conference on Diversified Education and Social Development (DESD 2022) Yung Yau, Fadi Hage Chehade, 2023-02-10. This is an open access book. DESD2022 proceedings tend to collect the most up-to-date comprehensive and worldwide state-of-the-art knowledge on education science and cultural studies. All the accepted papers have been submitted to strict peer review by 24 expert referees and selected based on originality, significance and clarity for the purpose of the conference. The conference program is extremely rich, profound and featuring high-impact presentations of selected papers and additional late-breaking contributions. We sincerely hope that the conference would not only show the participants a broad overview of the latest research results in related fields but also provide them with a significant platform for academic connection and exchange.

Graduate Attributes in Higher Education Carey Normand, Lorraine Anderson, 2017-03-31. Graduate Attributes in Higher Education illuminates the value of graduate attributes for students, graduates and lecturers in higher education. A coherent, intelligent, subtle and important enhancement to the field, this text guides readers through a theoretical and historical analysis of graduate attributes using interdisciplinary and interprofessional lenses. This unique approach offers

pertinent coverage of a wider range of graduate attributes than one usually sees generating multiple perspectives and discourses that have implications for both theory and practice Through an open and exploratory analysis this text asks questions such as the following Are programmes of study which claim postgraduate attributes providing something further deeper or enhanced in comparison or just more of the same Should we be developing continuing professional development attributes for our professional learning programmes of study or are attributes of this nature established at the undergraduate level How can we embed graduate attributes in curricula in a wide range of subject discipline specific and interdisciplinary ways In a culture of lifelong learning and a cross disciplinary changing global market are attributes simply a starting point a launch pad for future and ongoing development required for a world of increasing complexity Clearly structured and offering a mix of case study and theoretical frameworks to explore each GA practical guidance is offered at the end of each chapter on how to embed the relevant graduate attribute whilst providing well researched theoretical underpinning The varied methods applied and methodological attitudes espoused will prove inclusive to a wide range of readers Bringing together analysis of specific case studies from a wide range of professional and discipline specific contexts Graduate Attributes in Higher Education will be a valuable text for educators and professionals focused on curriculum development and professional learning

The Routledge Handbook of Global Sustainability Education and Thinking for the 21st Century

Michele John, 2025-02-20 This Handbook emerges as a pivotal resource in underscoring the important role of sustainability education in catalysing a global shift toward sustainable development It articulates the need for a profound transformation within institutional leadership and educational frameworks to support the critical global sustainability transition This Handbook explores sustainability thinking as a critical paradigm shift in confronting the multifaceted challenges of sustainable development It presents an urgent case for a systemic overhaul in our approach to education in the 21st century advocating for multidisciplinary education and holistic systems thinking in order to more successfully navigate the complexities of sustainable development The text discusses the foundational elements of modern sustainability thought and management including the significance of values ethics governance and the pressing issues of environmental degradation and climate change It offers an extensive trans disciplinary overview of sustainability discourse spanning a broad array of perspectives on sustainability management and education It provides a comprehensive introduction to the language of sustainability and a detailed examination of sustainability issues highlighting their implications for education training and management development It addresses urgent global issues such as decarbonisation resource scarcity population dynamics pollution and land degradation emphasising the crucial role of educational initiatives in helping to mitigate these challenges This seminal work has been developed for a diverse audience including academics policymakers students and educators serving as a valuable tool for those wanting to comprehend complex global sustainability challenges and the paramount importance of education in supporting global sustainability in the 21st century

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