The Technological Literacy Division invites authors to submit abstracts for papers related to engineering and technological literacy. Engineering and technological literacy are reflected in the instruction, practice, and philosophy of our capacity to use, understand, and evaluate technology and the technological principles and strategies needed to develop solutions and achieve goals.

While a major thrust of this effort is to increase technological literacy in the general public, member interests include also topics related to Engineering Literacy, concepts emerging from the evolution of Science, Technology, Engineering, and Mathematics (STEM) education.

This committee seeks to promote a community of scholarship in these areas, to identify research issues, and to highlight best practices for enhancing engineering and technological literacy in society.

Engineering and technological literacy encompass a host of multidisciplinary topics. The committee welcomes contributions from authors in disciplines including education; engineering; engineering technology; humanities and social sciences; business; history of technology; and the study of science, technology, and society.

Topics of interest include:

- Engineering for Everyone / Engineering for Non-Engineers
- Best Practices - Results from Successful Engineering or Technological Literacy Programs at Community Colleges and Universities
- Minors in Engineering or Technological Literacy
- Teaching the Teachers: Engineering for Education Majors
- Linking K-12, Community College, and University Programs in Technological Literacy
- Helping Engineering Students Achieve a Broad Understanding of Technology
- The Relationship Between Technology, Engineering, and Science
- Technology and Society: Social, Political, and Economic Issues
- Engineering Design as a Liberal Art
• What the History of Technology Can Teach Us About People and Technology
• Ways to Stimulate Interest in Technological Literacy
• Perspectives and Issues Concerning Women and Minorities
• Learning Objectives and Student Outcomes /Relevant Assessment Tools and Techniques
• Concepts and Philosophy in Engineering Literacy
• Technological Forecasting and Social Change

This is a publish-to-present venue where abstracts and then papers must be submitted for review. All submissions must be made through ASEE’s Paper Management System. For your author’s guide and deadlines, go to http://www.asee.org/conferences-and-events/conferences/annual-conference/2013/program-schedule/2013_Authors_Kit.pdf.

For more information, please contact the Program Chair, Steven R. Walk, Assistant Professor, Engineering Technology Department, Batten College of Engineering and Technology, Old Dominion University, Norfolk, VA 23529; (757) 683-5713; swalk@odu.edu.