

Workshop on Global Design Teams

9th Annual Colloquium on International Engineering Education, Nov. 4, 2006

8:30AM – 10:00AM session • 10:30AM – 12:00NOON session

Why do we want our students to participate in global design teams?

What are the rewards for participating students, faculty, and staff?

- Need for increased emphasis on *project management* by students, especially when going global
- Need to introduce *real* multidisciplinary teams (as opposed to simulation)
- Limit number of global partners; one is probably more than enough for most learning objectives
- There are valuable opportunity for low-threshold projects (e.g., neighbor campuses/universities) up through high-threshold projects with complexities such as spanning multiple global partners, time zones, and differing deliverables
- Active involvement by sponsor (e.g., definition, operation, and assessment)
- Need to whet the project relative to learning objectives, realistic expectations, and available resources
- Must be integrated into P&T incentives due to the additional time/effort required

In what context do we want our students to collaborate in global design teams?

What are the opportunities and challenges within each context or mode?

How do we best identify our partners abroad?

What criteria should we use in identifying these partners?

What resources are required for various types of global design teams?

Equipment? Personnel? Time? Funds?

How to we facilitate success?

How will we know if we have been successful?

What are the big research questions?

- Determine the *measurable* value of face-to-face meetings so their structure and deployment can be optimized
- Determine the *measurable* value of different modes of multi-site student projects (and other international education activities) so their integration into the curriculum can be optimized