



 **IEEE**
EDUCON
Global Engineering Education Conference
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Title

Educating Future Engineers as Managers for Technological, Economic and Social Change

Acronym

EFEM 19

Overview

Today's industries demand more from their engineers and technologists. Besides possessing technical knowledge, they expect them to be business generalists who can manage technological, economic and social change. The responsibility to prepare engineering and science graduates to become future industry leaders by building a solid business foundation falls entirely on higher education institutions. Specifically, today's businesses continuously seek innovative engineering managers to handle project design and development; create strategic plans; handle IP issues; handle financing; interface with marketing; manage engineering teams; recognize and evaluate market opportunities; and write technical reports.

This special session aims to address best practices and pedagogical methodologies for educators and training professionals to build a strong business foundation for their engineering and technology students.

Topics

This special session aims to attract research papers and case studies showing novel applications related to **Educating Future Engineers as Managers for Technological, Economic and Social Change**. We invite contributions from researchers, educators and all those working on the following areas:

- Student-centered Learning in Engineering Education
- Multidisciplinary Learning for Engineering Education
- Interdisciplinary Learning for Engineering Education
- Technical Writing for Engineering Education
- Engineering Education
- Finance for Engineers
- Entrepreneurship Education for Engineers
- Social Entrepreneurship for Engineers
- Written Communication in Engineering
- Engineering Management Curriculum Development
- Innovative Research Methods in Engineering Education
- Business Studies in Engineering Education
- Challenges in the transition from Engineering to Management education
- Teaching Management to Engineers

Papers may address one or more of the above listed sub-topics, although authors should not feel limited by them. Unlisted but related sub-topics may also be acceptable. In addition, the list of topics is indicative and contributions in other related areas could also be considered.

Program Committee

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