



WORKSHOP

Academic perspectives of student professional identity development

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WORKSHOP MODE

Online only.

OVERVIEW OF WORKSHOP

Professional identity encompasses the holistic development of engineers including aspects of personal values and ethics, technical competency, academic success, leadership skills, experiences, and many others (Trede, Macklin, & Bridges, 2012). A strong professional identity has been linked to professional effectiveness and it has been found that the strength of students' professional identity is likely to affect their consequent success and retention as professional engineers (Crosthwaite, 2019; Sachs, 2001). Numerous influences to professional identity development have been previously identified as being intertwined with university experiences and learning. These primarily focused on theoretical content and classroom experiences through industry experience, consultations with project supervisors, autoethnographic reflections and the completion of the independent design project. As professional identity is a qualitative learning outcome, embedding it cohesively across undergraduate courses is challenging (Donnison & Marshman, 2013). This workshop seeks to explore academic understanding of student professional identity development through three short activities described below.

ACTIVITIES

This 90-minute workshop will involve group discussion, collaboration and three short activities related to understanding academic perspectives of student professional identity development. Participants will be invited to share thoughts and opinions based on given prompts through JamBoards, breakout rooms and discussions. These activities will be based around defining professional identity, identifying how students develop their professional identity and methods for facilitating professional identity development through curriculum and classroom activities.

TARGET AUDIENCE

Engineering academics with any level of teaching experience are the ideal participants for this workshop.

OUTCOMES

Outcomes from these groups will reveal professional identity influencers which are constructive or detractive to professional identity development, from the perspectives of current engineering educators. This will allow exploration between student self-identified influences and academia identified influences and thus allow universities to better facilitate student development and support within curriculum and co-curriculum engagement.

REFERENCES

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KEYWORDS

Professional identity, engineering identity, undergraduate engineers

PRESENTERS' BACKGROUNDS

Amy Young

Amy Young is a PhD Candidate at the Queensland University of Technology with a research focus on engineering education and professional identity, currently in her second year of her PhD. Her professional and research interests are centred around education, diversity within engineering and environmental sustainability. Amy is also an experienced sessional academic at QUT, responsible for the delivery of undergraduate engineering courses to approximately 500 students.

Professor Les Dawes

As the Head of the School of Civil and Environmental Engineering at the Queensland University of Technology (QUT), Professor Dr Les Dawes has a keen interest in the education of STEM professionals and engineering education. His research and professional interests are centred around water resources, environmental sustainability and education. Les has received peer, community and national recognition for his commitment to furthering the quality of engineering education. Les has been the president of the Australasian Association of Engineering Education and a journal editor of the Australasian Journal of Engineering Education. He has also supervised numerous postgraduate research candidates.

Professor Bouchra Senadji

Professor Bouchra Senadji holds a Bachelor of Engineering in Electronics from ENSEEIHT, Toulouse, France, a Master of Engineering from University Paul Sabatier, Toulouse, and a PhD in Signal Processing from Ecole Nationale Supérieure des Telecommunications, Paris. She has worked as a Telecommunications Engineer in Paris before joining Queensland University of Technology. She holds an Honours degree in Psychology from QUT. She has held the position of Academic Program Director for Engineering at QUT between 2012 and 2019, and a strong knowledge of the Engineering discipline. She led the design of the current Bachelor of Engineering and Master of Professional Engineering at QUT and has been involved in many Engineers Australia accreditations. Her support for students' learning has led to a number of awards, including a Commendation for Excellence in Engineering Education by the Australasian Association in Engineering Education and a national ALTC Citation. She is a Senior Fellow of the Higher Education Academy. She is also passionate about gender diversity and has been involved in many programs to improve gender diversity in STEM disciplines, including the SAGE Athena SWAN program.