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The majority ofprofessors have never had a formal course in education, and the most common method for learning how to teach is on-the-job training. This represents a challenge for disciplines with ever more complex subject matter, and a lost opportunity when new active learning

approaches to education are yielding dramatic improvements in student learning and retention. This book aims to cover all aspects of teaching engineering and other technical subjects. It. presents both practical matters and educational theories in a format useful for both new and experienced teachers. It

is organized to start with specific, practical teaching applications and then leads to psychologica 1 and educational theories. The "practical orientation" section explains how to develop objectives and then use them to enhance student learning, and the "theoretical orientation"

section discusses the theoretical basis for le arning/teach ing and its impact on students. Written mainly for PhD students and professors in all areas  $\circ f$ engineering, the book may be used as a text for gra duate-level classes and professional workshops or by professional s who wish to read it

on their own. Although the focus is engineering education, most of this book will be useful to teachers in other disciplines. Teaching is a complex human activity, so it is impossible to develop a formula that quarantees it will be excellent. However, the methods in this book will help all professors

become good teachers while spending less time preparing for the classroom. This is a new edition of the wellreceived volume published by McGraw-Hill in 1993. Tt. includes an entirely revised section on the Accreditatio n Board for Engineering and Technology (ABET) and new sections

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