

## WORKSHOP

### Mapping your Engineering Education Research Journey

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#### OVERVIEW OF WORKSHOP

Contemporary challenges such as climate change and generative artificial intelligence require modern approaches to engineering education. This emphasises the need for best practices in engineering education, providing a unique opportunity for engineering education researchers. Many of these researchers will likely transition from Technical Engineering Research (TER) to Engineering Education Research (EER). This workshop aims to explore the unique journeys that have led researchers to engage in EER and identify pivotal events and factors influencing the transition from TER to EER to better enable more researchers to transition in the future.

#### ACTIVITIES

Participants will reflect on their transition to EER and use journey maps to illustrate this transition. The maps will identify key moments in the transition, including challenges, successes, and support mechanisms. This activity seeks to uncover elements related to the three key strands outlined in the identity-trajectory framework (McAlpine, Amundsen & Jazvac-Martek, 2010).

During the workshop, participants will be invited to optionally participate in the associated research. This research has been reviewed and approved by the researchers' institution's Ethics Committees. The primary approved Project ID is 40919 (Monash University).

#### TARGET AUDIENCE

This workshop is aimed at researchers who have transitioned from TER to EER, those considering a transition, or those who have attempted a transition and reverted back to TER.

#### OUTCOMES

By the end of this workshop, participants will have reflected on their engineering identity using a journey map. Insights into factors that influence the transition from TER to EER from this workshop will inform future research, institutional policies, and support mechanisms for researchers navigating this career transition. Our goal is that through this process, participants will be able to identify affirmative actions they can take to progress them on their transition into EER and beyond.

#### REFERENCES

McAlpine, L., Amundsen, C. & Jazvac-Martek, M. (2010). Living and imagining academic careers: Perceptions of doctoral students and pre-tenure academics. In L. McAlpine & G. Akerlind (eds). *Becoming an academic: International Perspectives*. London: Palgrave Macmillan, 125-154.

#### KEYWORDS

Engineering identity, identity-trajectory, journey maps

#### PRESENTERS' BACKGROUNDS

All presenters have a PhD in TER and now identify as early to mid-career researchers in EER. They have different technical backgrounds and are from various large Australian universities.