

Educational Research Lecture

Producing High Quality Educational Research

Dr. Matthew Ohland

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**Friday, 19 February 2010, 1250 (Com's Hour)
Room 144, Thayer Hall**

Topic: Educational research, when performed using appropriate methods, is not unlike other forms of technical research. Dr. Ohland will draw on prior and on-going research performed at the United States Military Academy to compare and contrast research in an educational context with research in other contexts. The fundamental aspects of successful rigorous educational research will be highlighted.



Dr. Matthew Ohland has a Ph.D. in Civil Engineering from the University of Florida in 1996. Previously, he earned an M.S. in Materials Engineering in 1992 and an M.S. in Mechanical Engineering in 1991 from Rensselaer Polytechnic Institute and a B.S. in Engineering and a B.A. in Religion from Swarthmore College. He has had previous appointments as Associate Professor of General Engineering at Clemson University, Assistant Director of the NSF-sponsored SUCCEED Engineering Education Coalition, and an NSF Postdoctoral Fellow for Science, Mathematics, Engineering, and Technology Education.

Dr. Ohland's research has been supported by over \$9.4 million from the National Science Foundation and the Sloan Foundation. His research team has been recognized for its work on longitudinal studies of engineering students with the William Elgin Wickenden Award for the Best Paper published in the Journal of Engineering Education in 2008 and Best Paper awards at multiple conferences. Software for team formation and peer evaluation developed under Dr. Ohland's leadership was recognized with the 2009 Premier Award for Excellence in Engineering Education Courseware. He received the Byar's Prize for Excellence in Teaching Engineering Fundamentals from Clemson in 2006 and the Best Teacher Award from Purdue's School of Engineering Education in 2007 and 2008.

Dr. Ohland was the 2002–2006 President of Tau Beta Pi, the national engineering honor society, and has delivered volunteer seminars reaching over 2000 students through the Association's award-winning Engineering Futures program. He is an ABET Program Evaluator, the 2009-2011 Chair of the Educational Research and Methods division of the American Society of Engineering Education, a Senior Member of the IEEE Education Society and on its Administrative Committee, and the Chair of the Steering Committee of IEEE Transactions on Learning Technologies.

Lecture Co-Sponsored by:

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