From learning to talk to learning engineering: drawing connections across the disciplines

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ABSTRACT: This paper introduces eight so-called conditions of learning (immersion, demonstration, engagement, expectations, responsibility, approximation, employment and response), which have been previously established for the learning of literacy. It is stipulated that these conditions are universal in nature; in other words, they must be present for any learning to occur. When these conditions are met, students learn more efficiently and are able to enjoy and appreciate their subject matter. The article discusses briefly how these conditions were established and their relevance in the study of engineering. More importantly, the article also presents examples of how these conditions can be satisfied in those learning environments that are commonly found in engineering.