

Experiences with Teaching Introductory Product Design to Engineering Undergraduates

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Abstract: *This paper describes the guiding principles adopted in the teaching of introductory product design in the Design and Manufacturing Engineering and Biomedical Engineering departments at The University of Trinidad and Tobago. The experience over the first five years of delivering an introductory Product Development and Innovation course to Engineering undergraduates is described. The paper covers the general approach to design teaching based on Problem-Based Learning (PBL). Evidence from student work and student evaluations is presented to demonstrate the impact of the course on student learning. The paper concludes with a discussion on course improvements and the implications for further supporting product design education.*

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