

Section II

Contributions in: Learning Outcomes, Innovations, Faculty Development, Faculty Attitudes, Self Efficacy, Transfer Students, Virtual Teams, Team Based Learning, Project Based Learning, Biomedical Engineering

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Matthew S. Barner, Shane A. Brown, Ben Lutz and Devlin Montfort	1644–1657	How Engineering Faculty Interpret Pull-Oriented Innovation Development and Why Context Matters
Allyson J. Barlow, Ben Lutz, Natasha Perova-Mello, Kathleen Quardokus Fisher and Shane Brown	1658–1670	Factors of Sensemaking Affecting Engineering Faculty's Decision to Use the In-Class Cognitive Engagement Survey
Debapriyo Paul, Bimal Nepal, Michael D. Johnson and Timothy J. Jacobs	1671–1686	Examining Validity of General Self-Efficacy Scale for Assessing Engineering Students' Self-Efficacy
Brett R. Stone, Matthew O. Wald, Steven E. Gorrell and Michael C. Richey	1687–1700	Collaboration Task-Technology Fit for Student Distributed Engineering Design Teams
Melina Vidoni, Jorge Marcelo Montagna and Aldo Vecchietti	1701–1708	Project and Team-Based Strategies for Teaching Software Architecture
Arti Ahluwalia, Carmelo De Maria, Andrés Díaz Lantada, June Madete, Philippa Ngaju Makobore, Alice Ravizza, Licia Di Pietro, Mannan Mridha, Juan Manuel Munoz-Guijosa, Enrique Chacón Tanarro and Janno Torop	1709–1722	Biomedical Engineering Project Based Learning: Euro-African Design School Focused on Medical Devices
	1723	Guide for Authors