



# Education Technical Group

The Education Technical Group is concerned with the design of educational systems, environments, interfaces, and technologies and with human factors education. The group consists of educators, researchers, students, and others interested in educational human factors and ergonomics, directed at improving educational design and in addressing the educational needs of those seeking to increase their knowledge and skills in the human factors and ergonomics field.

## TECHNICAL FOCUS

ETG members are primarily interested in furthering the education of new human factors practitioners and exchanging this information either with other educators or with the potential educators who would be in need of such information &/or the application of human factors principles to the design of educational systems. The Education Technical Group is involved in the following activities:

- Producing a display of educational material and information on human factors educational programs at the Annual Meeting of the Human Factors and Ergonomics Society.
- Integrating the student members of the Human Factors and Ergonomics Society as full-fledged members of the ETG. In this way, future educators are exposed to the issues that will be of concern later in their careers.
- Providing information on graduate programs to the Human Factors and Ergonomics Society *Directory of Human Factors Graduate Programs in the United States and Canada*. This is another excellent avenue for advertising graduate education in human factors.
- Publishing a newsletter and maintaining a website that regularly incorporate new techniques on teaching human factors, ideas on laboratory experiments, software for simple laboratory demonstrations, discussions on current educational controversies, and other information useful to educators and students.

## MEMBERSHIP

The ETG consists of about 200 individuals who are primarily associated with colleges and universities as educators, researchers, or students. The group seeks to foster a free exchange of ideas, techniques, and even products among members to further the cause of educating human factors professionals. Most ETG members are also members of the Human Factors and Ergonomics Society.

## BENEFITS OF MEMBERSHIP

The Education Technical Group, like other technical groups within the Human Factors and Ergonomics Society, performs a variety of functions and services for its members. In addition to sponsoring technical sessions at the Annual Meeting of the Human Factors

and Ergonomics Society, the ETG also conducts special panel discussions and forums on educational issues of interest to both the ETG membership and the general membership. A newsletter is sent to all members two or three times a year. Additional information on the ETG can be obtained by contacting HFES.

It is not necessary to be a member of HFES in order to join the Education Technical Group.

#### ADDITIONAL READING

Readers who would like to learn more about human factors education &/or educational ergonomics should consult the following references:

American Society for Engineering Education, *Journal of Engineering Education* (monthly publication), 1818 N St. NW, Suite 600, Washington, DC.

Bennett, C. (2004). Ergonomics in education. *Human Factors and Ergonomics Society Bulletin*, 47(2).

Burri, G. J. (1985). Education - - The bridge between research and application. In *Proceedings of the Human Factors Society 29th Annual Meeting* (pp. 40-42). Santa Monica, CA: Human Factors and Ergonomics Society.

Human Factors and Ergonomics Society Educational Resources web pages:  
<http://www.hfes.org/web/EducationalResources/educresourcesmain.html>

Human Factors and Ergonomics Society Education Technical Group web pages:  
<http://etg.hfes.org/>

Smith, T. J. (2001). Educational ergonomics: educational design and educational performance. Paper presented at the *International Society for Occupational Ergonomics and Safety*, Fairfax, Virginia.

Stone, N.J. (2008). Human factors and education: evolution and contributions. *Human Factors*, 50(3), 534-539.

Stone, N. J. & Moroney, W. F. (1998). Teaching undergraduate human factors: the need, approaches, and benefits. *Teaching of Psychology*, 25, 185-189.

Van Cott, H. P. (1992). The education and use of human factors specialists. *Human Factors Society Bulletin*, 35(9), 4-6.