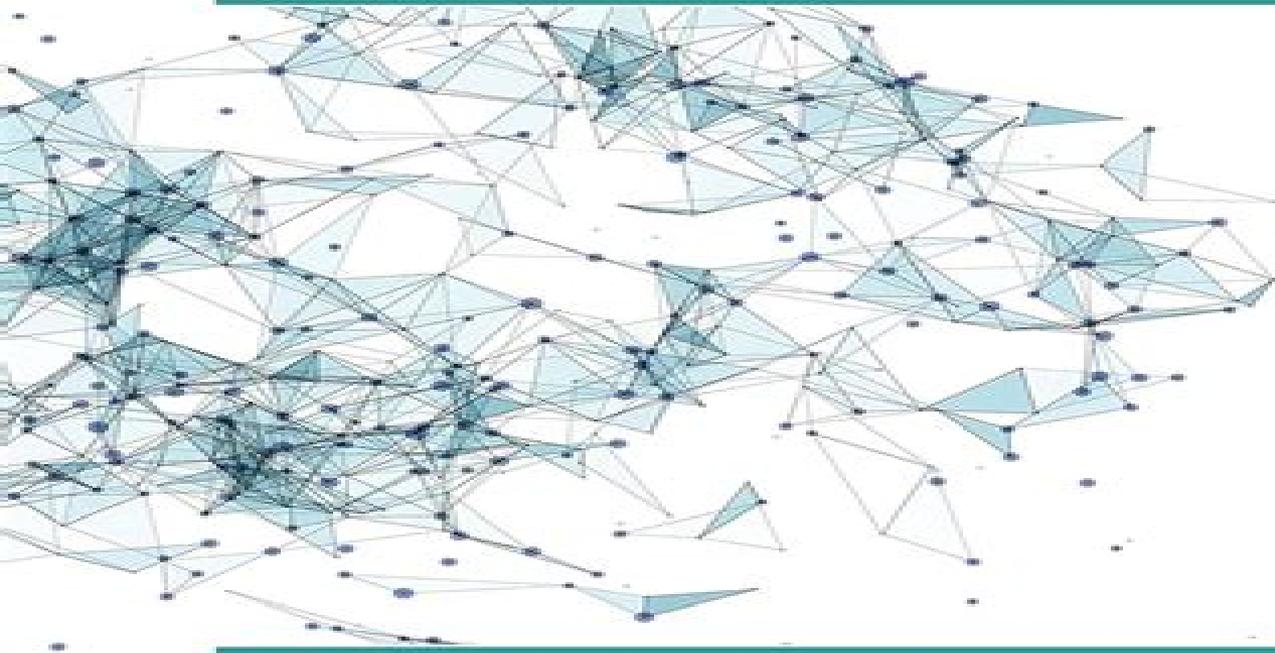


PBL in Engineering Education

International Perspectives on Curriculum Change

Aida Guerra, Ronald Ulseth and Anette Kolmos (Eds.)



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PBL in Engineering Education Aida Guerra, Ronald Ulseth, Anette Kolmos, 2017-09-13 PBL in Engineering Education International Perspectives on Curriculum Change presents diverse views on the implementation of PBL from across the globe. The purpose is to exemplify curriculum changes in engineering education. Drivers for change, implementation descriptions, challenges, and future perspectives are addressed. Cases of PBL models are presented from Singapore, Malaysia, Tunisia, Portugal, Spain, and the USA. These cases are stories of thriving success that can be an inspiration for those who aim to implement PBL and change their engineering education practices. In the examples presented, the change processes imply a transformation of vision and values of what learning should be, triggering a transition from traditional learning to PBL. In this sense, PBL is also a learning philosophy and different drivers facing diverse challenges and involving different actors trigger its implementation. This book gathers experiences, practices, and models through which is given a grasp of the complexity, multidimensional, systemic, and dynamic nature of change processes. Anette Kolmos, director of Aalborg PBL Centre, leads off the book by presenting different strategies to curriculum change, addressing three main strategies of curriculum change, allowing the identification of three types of institutions depending on the type of strategy used. Following chapters describe each of the PBL cases based upon how they implement the seven components of PBL: i) objectives and knowledge; ii) types of problems, projects, and lectures; iii) progression, size, and duration; iv) students learning; v) academic staff and facilitation; vi) space and organization; and vii) assessment and evolution. The book concludes with a chapter summarizing all chapters and providing an holistic perspective of change processes.

International Perspectives on Engineering Education Steen Hyldgaard Christensen, Christelle Didier, Andrew Jamison, Martin Meganck, Carl Mitcham, Byron Newberry, 2015-05-25 This inclusive cross-cultural study rethinks the nexus between engineering education and context. In so doing, the book offers a reflection on contextual boundaries with an overall boundary-crossing ambition and juxtaposes important cases of critical participation within engineering education with sophisticated scholarly reflection on both opportunities and discontents. Whether and in what way engineering education is or ought to be contextualized or de-contextualized is an object of heated debate among engineering educators. The uniqueness of this study is that this debate is given comprehensive coverage, presenting both instrumentally inclined as well as radical positions on transforming engineering education. In contextualizing engineering education, this book offers diverse commentary from a range of disciplinary, meta, and interdisciplinary perspectives on how cultural, professional, institutional, and educational systems, contexts, shape histories, structural dynamics, ideologies, and challenges, as well as new pathways in engineering education. Topics addressed include examining engineering education in countries ranging from India to America to racial and gender equity in engineering education and incorporating social awareness into the area. Using context as a bridge, this book confronts engineering education head-on. Contending engineering ideologies and corresponding views on context are juxtaposed with contending discourses of reform. The

uniqueness of the book is that it brings together scholars from the humanities the social sciences and engineering from Europe both East and West with the United States China Brazil India and Australia Global Perspectives on Fostering Problem-Based Learning in Chinese Universities Zhu, Zhiliang,Zhou, Chunfang,2019-05-03 Future generations are being faced with the potential challenge of having to solve professional problems in a hybrid world in which there is no clear boundary between autonomous non human nature and human generated processes This requires young students to effectively prepare themselves for managing issues of complexity uncertainty and ambiguity in their professional practice Global Perspectives on Fostering Problem Based Learning in Chinese Universities is a comprehensive reference source that provides insight into the growing need for problem based learning within higher education environments Featuring a wide range of topics such as curriculum design STEM education and cross cultural communication this reference source is ideal for educators instructional designers academicians administrators and researchers **Problem-Based Learning for Engineering Education** Dillip K. Das,2025-12-12 This book embarks on an in depth exploration of Problem Based Learning PBL in the context of engineering education Its overarching goal is to provide a comprehensive understanding of the genesis potential challenges contemporary relevance and methodological approaches of PBL The impetus behind this undertaking arises from the acknowledged challenges within engineering education necessitating a fundamental paradigm shift The study s justification lies in the imperative adoption of innovative teaching methodologies for student performance improvement and fostering competency among engineering graduates The narrative unfolds across four distinct sections Background and Theoretical Perspectives Methodological Aspects of PBL Implications of PBL in Engineering Education and Case Studies and Plausible Examples and Reflections and Future Direction Part I establishes a robust foundation by defining PBL tracing its historical roots and weighing its potential against challenges A critical examination of PBL s relevance underscores the urgent need for a paradigm shift in engineering education The part weaves a golden thread that permeates subsequent explorations A theoretical perspective of PBL follows exploring its underpinnings and theoretical frameworks This is complemented by a comparative analysis offering insights into PBL s efficacy compared to traditional learning methods The second part examines the alignment of PBL with Outcomes Based Education lays the groundwork for a coherent and practical integration of these educational approaches within the Engineering curriculum and also offers methodological approaches to deliver and practice PBL Part III explores PBL s application for reinforcing engineering education emphasising its tangible impact It probes into PBL as a means to instil entrepreneurial attributes in students and further expands to encompass the decolonisation and internationalisation of engineering education through PBL The final part provides case studies offer plausible examples reflects on the lessons learned and draws insightful conclusions synthesising the findings into a cohesive whole Overall this book seeks to make a substantial contribution to the ongoing discourse on innovative teaching methodologies particularly within the context of engineering education Through a meticulous examination of

theoretical foundations comparative analyses and the provision of practical methodologies it aims to serve as a valuable resource for educators researchers and policymakers who seek to enhance the effectiveness and relevance of engineering education in our ever evolving world Transforming Computing Education with Problem-Based Learning Simone C. dos Santos,2023-10-11 Future professional competencies in the field of computing recommended by international forums and reference curricula comprise a combination of knowledge skills and attitudes These competencies can be developed through educational objectives which integrate theory and experience through teamwork intense collaboration and problem solving For this it is necessary to have an authentic learning environment and well defined pedagogical processes In this context this book argues that the educational strategy of Problem Based Learning PBL can translate educational objectives into professional competencies This book proposes a methodology to implement PBL in a manageable way It also reports teaching and learning experiences concerning several computing professional profiles providing a realistic picture of this methodology

Proceedings of the Fourth World Conference on Engineering Education E. R. Krueger,F. A. Kulacki,1995 **Journal of Engineering Education** ,2006 *Instructional design : international perspectives* Sanne Dijkstra,1997 **International Journal of Continuing Engineering Education** ,2003 Developments in Higher Education ,2013 **Directory of Published Proceedings** ,2004 **Conference on Software Engineering Education and Training** Timothy Christian Lethbridge,W. Michael McCracken,Michael Lutz,2002 This volume originated from the 15th Conference on Software Engineering Education and Training and examines software design and development It is aimed at researchers professors practitioners and students International Journal of Speech-language Pathology ,2008 *British Education Index* ,2005

Campus and the City Kerstin Hoeger,Kees Christiaanse,2007 Features experts who present and comment on the trends in campus design world wide This title contains thirty projects that address such issues as the future of the prototypical Greenfield campus and how inner city campuses are transforming the urban context and include prominent corporate enclaves and their ideological underpinnings **American Educational Research Association Annual Meeting Program** American Educational Research Association,2006 **Engineering Education for the 21st Century** Dan Budny,1995 The Aalborg PBL Model -- Progress, Diversity and Challenges Anette Kolomos,Flemming K. Fink,Lone Krogh,2004 Features thirty teachers and researchers who share their reflections on the practice of the problem based and project organised teaching model PBL which has been applied in the faculties of Engineering and Science Humanities and Social Science at Aalborg University since 1974 **Current Index to Journals in Education** ,1999 **Chemical Engineering Education** ,2004

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