Active Learning in Engineering Education: a (re)introduction

The informal network ‘Active Learning in Engineering Education’ (ALE) has been promoting Active Learning since 2001. ALE creates opportunity for practitioners and researchers of engineering education to collaboratively learn how to foster learning of engineering students. The activities in ALE are centred on the vision that learners construct their knowledge based on meaningful activities and knowledge. In 2014, the steering committee of the ALE network reinforced the need to discuss the meaning of Active Learning and that was the base for this proposal for a special issue. More than 40 submissions were reviewed by the European Journal of Engineering Education community and this theme issue ended up with eight contributions, which are different both in their research and Active Learning approaches. These different Active Learning approaches are aligned with the different approaches that can be increasingly found in indexed journals.

General information
Publication status: Published
Organisations: Office for Study Programmes and Student Affairs, University of Minho, Chalmers University of Technology
Contributors: Lima, R. M., Andersson, P. H., Saalman, E.
Number of pages: 4
Publication date: 2017
Peer-reviewed: Yes

Publication information
Journal: European Journal of Engineering Education
Volume: 42
ISSN (Print): 0304-3797
Ratings:
BFI (2017): BFI-level 2
Scopus rating (2017): CiteScore 1.59 SJR 0.581 SNIP 2.01
Web of Science (2017): Indexed yes
Original language: English
Keywords: Active Learning, Engineering education, Project-based learning
DOIs:
10.1080/03043797.2016.1254161
Source: FindIt
Source ID: 2349254763
Research output: Contribution to journal › Journal article – Annual report year: 2017 › Research › peer-review