

Special Issue

Challenges of Project Based Learning (PBL) in Engineering Education

Message from the Guest Editors

Over the past decades, Project-Based Learning (PBL) has proved to be a highly successful method for training engineers as accrediting agencies ask universities to prepare future professionals for a globalized world. As such, traditional teacher-centered educational approaches must be changed towards preparing students to face real engineering projects and using PBL is an effective strategy. PBL is perfect for developing competencies such as lifelong learning, teamwork, communication, critical thinking and creativity, but several questions will arise from its implementation. This Special Issue calls for papers to address these questions. Topics of interest include:

- Past, present and future of PBL in engineering education
- Approaches to implement PBL in engineering education
- Virtual or hybrid PBL in engineering education
- PBL for professional development
- Challenges and problems in PBL course design or implementation
- Methods, tools and applications for assessing teamwork using PBL
- PBL and engineering student engagement
- Diversity and Inclusion through PBL in engineering education
- Sustainability in engineering education using PBL
- Cross-disciplinary PBL

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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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