

Special Issue

Sustainable Engineering Education: Project-Based Learning, Maker Spaces, and the Development of Professional Skills

Message from the Guest Editor

The future of engineering demands creative problem solvers capable of tackling complex challenges in a rapidly changing world shaped by emerging technologies, sustainability pressures, and evolving global needs. Educating engineers for sustainable practice requires more than just technical competence; students must be able to work with diverse teams and stakeholders and be equipped with the systems thinking skills needed to design solutions that are environmentally responsible, socially equitable, and resilient over time in a constantly changing world. Engineering graduates must be prepared not only to solve technical problems but to operate as adaptable, reflective professionals capable of navigating uncertainty, collaborating across disciplines, and contributing to sustainable and socially responsible outcomes. Developing and assessing these skills requires pedagogies, practices and physical spaces for learning beyond traditional university lectures and classrooms. This Special Issue welcomes submissions that explore how professional skills for sustainable engineering can be developed and assessed in engineering students.

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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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