

Special Issue

Project Based Learning and Engineering Education

Message from the Guest Editor

Project-based learning (PBL) is a student-centered approach to education whereby learners are collaboratively engaged in investigating a real-world problem or question. PBL is particularly suited to engineering education due to its similarities with the professional practice of engineers. At the university level, PBL can fulfil an important role in preparing engineers for the demands of professional practice. At the pre-college level, PBL can be used as a means of implementing engineering in the classroom and engaging students in integrated STEM learning. Research into PBL in engineering education is still evolving, and as such, this Special Issue aims to address advancements in research, theory, policy, and practice with regard to PBL in engineering education. Topics of interest to this Special Issue include, but are not limited to:

- Instructor preparation and training in implementing PBL in the classroom;
- Meta analyses or syntheses of PBL in engineering education;
- Authenticity in PBL tasks;
- Addressing the needs of diverse learners;
- Affective outcomes;
- Assessment and evaluation methods;
- Technology integration.

Guest Editor

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Deadline for manuscript submissions

closed (20 October 2023)



Education Sciences

an Open Access Journal
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Impact Factor 2.6
CiteScore 5.5



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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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