

Special Issue

Mathematics in Engineering Education

Message from the Guest Editors

This Special Issue focuses on the role of mathematics in engineering education. Mathematics is, without question, an essential tool for engineers, but how we teach it at the university level is another matter. Previous research has shown, on one side, that it is often a challenge for engineering students to learn mathematics and, on the other side, that they need different mathematics and another approach to mathematics than, for example, mathematics students. Mathematics teaching should take into account the specific uses in engineering science as well as new digital possibilities (from CAS, MATLAB, to AI) even more than before.

- How to enable engineering students to gain new experiences in learning mathematics;
- How to relate the teaching in mathematics courses more to how mathematics concepts are taught in engineering courses?
- How can new digital possibilities (CAS, MATLAB, and AI) be used to make mathematics teaching more relevant for engineering students?
- How may inquiry-, project-, problem-, case-, challenged-based learning, and other activity-based teaching modes make mathematics more relevant for engineering students?

Guest Editors

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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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