

THE AALBORG EXPERIMENT

PROJECT INNOVATION IN UNIVERSITY EDUCATION

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The Aalborg Experiment Project Innovation In University Education

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The Aalborg Experiment Project Innovation In University Education:

The Aalborg Experiment Finn Kjersdam, Stig Enemark, 1994 The engineering programmes at Aalborg university are project organised from the day the freshmen arrive until their graduation Through this programme Aalborg University has grasped the opportunity to meet the voiced need for education to be more closely aligned to an engineering problem solving approach A comprehensive evaluation of programmes in engineering and science has proved the concept to be an effective educational system which produces readily adaptable graduates with strong qualities in the fields of management problem solving co operation and project work

Enabling Innovation Sabina Jeschke, Ingrid Isenhardt, Frank Hees, Sven Trantow, 2011-10-08 The capability to innovate in an on going manner is emerging as a decisive key factor in today's world of business and work The ability to stay competitive is becoming identical with the ability to innovate This book originated from the research and development project International Monitoring and outlines the topic of innovative capability from a practice oriented angle Contributions of German and international experts offer an enlightening glimpse behind the scenes of innovations The central issue is not the description of features of successful innovation processes or how innovations can be efficiently controlled and managed but under which conditions they can emerge in the first place In what way can individuals organizations networks and societies be enabled to continuously induce innovations

Project Approaches to Learning in Engineering Education: The Practice of Teamwork Luiz Carlos de Campos, Ely Anotonio Tadeu Dirani, Ana Lucia Manrique, 2012-09-15 Project approaches in engineering education are a relatively recent phenomenon in Portugal Spain and Latin America Teachers educational researchers and managers in engineering education are discovering the added value of team work solving interdisciplinary open ended problems in a meaningful learning environment that is similar to the professional context of future engineers This book seeks to present a wide range of experiences of project approaches to engineering education varying from mature to starting It discusses different aspects of project approaches like project management teacher training assessment and institutional support It also describes experiences taking place in a number of countries Portugal Brazil the Netherlands Denmark Germany Spain and Australia in order to provide an overview of project approaches in different cultural backgrounds It aims to encourage those who are considering project approaches in their own engineering education context taking into account the advantages of training future engineers through project work while being aware of the challenges that a shift from traditional education to a project may bring

University Science and Mathematics Education in Transition Ole Skovsmose, Paola Valero, Ole Ravn Christensen, 2008-11-19 More than ever our time is characterised by rapid changes in the organisation and the production of knowledge This movement is deeply rooted in the evolution of the scientific endeavour as well as in the transformation of the political economic and cultural organisation of society In other words the production of scientific knowledge is changing both with regard to the internal development of science and technology and with regard to the function and role science and technology fulfill in society This general social

context in which universities and knowledge production are placed has been given different names the informational society the knowledge society the learning society the post industrial society the risk society or even the post modern society A common feature of different characterisations of this historic time is the fact that it is a period in construction Parts of the world not only of the First World but also chunks of the Developing World are involved in these transformations There is a movement from former social political and cultural forms of organisation which impact knowledge production into new forms These forms drive us into forms of organisation that are unknown and that for their very same complexity do not show a clear ending stage Somehow the utopias that guided the ideas of development and progress in the past are not present anymore and therefore the transitions in the knowledge society generate a new uncertain world We find ourselves and our universities to be in a transitional period in time In this context it is difficult to avoid considering seriously the challenges that such a complex and uncertain social configuration poses to scientific knowledge to universities and especially to education in mathematics and science It is clear that the transformation of knowledge outside universities has implied a change in the routes that research in mathematics science and technology has taken in the last decades It is also clear that in different parts of the world these changes have happened at different points in time While universities in the New World the American Continent Africa Asia and Oceania have accommodated their operation to the challenges of the construction in the new world in many European countries universities with a longer existence and tradition have moved more slowly into this time of transformation and have been responding at a less rapid pace to environmental challenges The process of tuning universities together with their forms of knowledge production and their provision of education in science and mathematics with the demands of the informational society has been a complex process as complex as the general transformation undergoing in society Therefore an understanding of the current transitions in science and mathematics education has to consider different dimensions involved in such a change Traditionally educational studies in mathematics and science education have looked at changes in education from within the scientific disciplines and in the closed context of the classroom Although educational change in the very end is implemented in everyday teaching and learning situations other parallel dimensions influencing these situations cannot be forgotten An understanding of the actual potentialities and limitations of educational transformations are highly dependent on the network of educational cultural administrative and ideological views and practices that permeate and constitute science and mathematics education in universities today This book contributes to understanding some of the multiple aspects and dimensions of the transition of science and mathematics education in the current informational society Such an understanding is necessary for finding possibilities to improve science and mathematics education in universities all around the world Such a broad approach to the transitions happening in these fields has not been addressed yet by existing books in the market EAI International Conference on Technology, Innovation, Entrepreneurship and Education Angelica Reyes-Munoz, Ping Zheng, David Crawford, Victor Callaghan, 2019-03-15

This book presents the proceedings of the 1st EAI International Conference on Technology Innovation Entrepreneurship and Education TIE 2017 which took place at Canterbury Christ Church University on September 11 12 2017 The central theme of the conference is creativity and innovation especially in relation to technology business education social and political needs that make modern society flourish The proceedings feature papers from a cross disciplinary audience that explore the process of creativity and innovation The goal is that the various disciplines can learn from each other and see how they might benefit from the cross fertilization of practices

Gender and Diversity in a Problem and Project Based Learning Environment Xiang-Yun Du, 2022-09-01 Problem and Project Based Learning PBL has been well used as an educational philosophy and methodology in the construction of student centered and contextualized learning environment PBL is also regarded as an effective method in producing engineering graduates who can not only meet the needs of professional competences but also are prepared for new challenges in the globalized and technological context However can PBL be a solution to the challenge of a general lack of university students studying engineering and technology in many countries The book reports an ethnographical study on the learning experiences of engineering students in the PBL environment in Denmark This book also attempts to question the issue of diversity in engineering education via the exploration of whether or in which ways the PBL environment is friendly to diverse groups of learners such as women

Research on PBL Practice in Engineering Education, 2009-01-01 The success of Problem Based Learning and Project Organised learning PBL as an educational method in the field of Higher Engineering Education is clear and beyond any doubt An increasing number of Universities of Technology all over the world applies PBL in their curriculum There are many sound arguments for changing to PBL such as enhancing students motivation integration of practice oriented competences improved retention of students augmenting the quality of education collaboration with industry More and more educational research is supplying evidence to sustain these arguments Engineers create innovations to improve the quality of our life It just makes sense that the institutes of Higher Engineering Education want to know what educational innovations contribute to the quality of engineering education To promote research on PBL the UNESCO chair in Problem Based Learning in Engineering Education UCPBL organised the first Research Symposium on Problem Based Learning in Engineering and Science Education June 30th July 1st 2008 at Aalborg University This book contains a selection of papers from this research symposium which have been reviewed and further developed

Innovative Methods of Teaching and Learning Chemistry in Higher Education Ingo Eilks, Bill Byers, 2015-11-06 Two recent initiatives from the EU namely the Bologna Process and the Lisbon Agenda are likely to have a major influence on European Higher Education It seems unlikely that traditional teaching approaches which supported the elitist system of the past will promote the mobility widened participation and culture of life long learning that will provide the foundations for a future knowledge based economy There is therefore a clear need to seek new approaches to support the changes which will inevitably occur The European Chemistry Thematic Network ECTN is a network of some

160 university chemistry departments from throughout the EU as well as a number of National Chemical Societies including the RSC which provides a discussion forum for all aspects of higher education in chemistry This handbook is a result of one of their working groups who identified and collated good practice with respect to innovative methods in Higher Level Chemistry Education It provides a comprehensive overview of innovations in university chemistry teaching from a broad European perspective The generation of this book through a European Network with major national chemical societies and a large number of chemistry departments as members make the book unique The wide variety of scholars who have contributed to the book make it interesting and invaluable reading for both new and experienced chemistry lecturers throughout the EU and beyond The book is aimed at chemistry education at universities and other higher level institutions and at all academic staff and anyone interested in the teaching of chemistry at the tertiary level Although newly appointed teaching staff are a clear target for the book the innovative aspects of the topics covered are likely to prove interesting to all committed chemistry lecturers

Management of Change, 2007-01-01 Problem Based Learning PBL and Project Based Learning are teaching methods based on principles of student centred learning which target an interdisciplinary engineering curriculum The transition from strictly traditional approaches in engineering education represents significant opportunities for change Currently many engineering institutions in different countries all over the world exploit these opportunities for change as they move from the traditional paradigm towards the techno science paradigm by implementing project organised and PBL models This book addresses the need for more structured information on the implementation process in particular in existing engineering schools and it aims to put together an overview of examples of the introduction of PBL formats in Engineering Concrete case histories serve as a basis for inspiration for further development but also deeper insight in the understanding of implementing change

Populism and Higher Education Curriculum Development: Problem Based Learning as a Mitigating Response Romeo V. Turcan, John E. Reilly, 2020-11-21 Against a background of increasing inequality and a rising tide of nationalism and populism this book raises concerns that curriculum is being shaped by powerful non academic non accountable forces and that populism and its manifestations represent a grave challenge to learning It explores the extent to which curriculum and learning methods in higher education should respond to this challenge Using problem based learning as a case study it draws on crossdisciplinary studies to examine how regional national and organizational perspectives emphasize different aspects of PBL It questions whether PBL provides an effective response to external influences and a populist higher education agenda In conclusion the book poses an uncomfortable question whether graduates reflect the external forces shaping curriculum and hence may be as vulnerable to populist rhetoric as non graduates precisely because the curriculum and learning methods do not engage with the challenges This book will appeal to scholars of problem based learning as well as populism and the role of higher education in society

The Wiley Handbook of Problem-Based Learning Mahnaz Moallem, Woei Hung, Nada Dabbagh, 2019-04-23 The first book to offer

an in depth exploration of the topic of problem based learning with contributions from international experts The Wiley Handbook of Problem Based Learning is the first book of its kind to present a collection of original essays that integrate the research and practice of problem based learning in one comprehensive volume With contributions from an international panel of leading scholars researchers practitioners and educational and training communities the handbook is an authoritative definitive and contemporary volume that clearly demonstrates the impact and scope of research based practice in problem based learning PBL After many years of its successful implementation in medical education curricula problem based learning is now being emphasized and practiced more widely in K 12 higher education and other professional fields The handbook provides timely and stimulating advice and reflection on the theory research and practice of PBL Throughout the book the contributors address the skills needed to implement PBL in the classroom and the need for creating learning environments that are active collaborative experiential motivating and engaging This important resource Addresses the need for a comprehensive resource to problem based learning research and implementation Contains contributions from an international panel of experts on the topic Offers a rich collection of scholarly writings that challenge readers to refresh their knowledge and rethink their assumptions Takes an inclusive approach that addresses the theory design and practice of problem based learning Includes guidelines for instructional designers and implementation and assessment strategies for practitioners Written for academics students and practitioners in education The Wiley Handbook of Problem Based Learning offers a key resource to the most recent information on the research and practice of problem based learning

Design Applications in Industry and Education S. Culley, 2001-10-10 Expanding the field's reach with new approaches to application Design Applications in Industry and Education is a collection of papers presented at the 13th International Conference on Engineering Design in Glasgow Scotland Founded in 1981 by Workshop Design Konstruktion this conference has grown to become one of the field's major exchanges one of four volumes this book provides current insight based on the ongoing work of the field's leading engineers Novel applications are explored with emphasis on solving barrier challenges suggesting new avenues for implementation and expansion of engineering design's utility

Interdisciplinarity and Problem-Based Learning in Higher Education Annie Aarup Jensen, Diana Stentoft, Ole Ravn, 2019-09-14 This book addresses the relation between Problem Based Learning PBL and interdisciplinarity and challenges the often implicit assumption that PBL leads to interdisciplinarity by default The book examines theoretical and philosophical aspects of PBL and interdisciplinary learning The first part of the book conceptualises the notions of problem based learning and interdisciplinary learning and highlights some key overlaps and ways of conceiving of their interrelatedness It discusses the role of problem based medical education in relation to interdisciplinary professionalism in medical education Taking the reader into the realm of techno anthropology the book discusses the role of problems and projects in transgressing disciplines and presents an analysis of three challenges facing new students when entering interdisciplinary and problem based higher education The second part of the book

focuses on practicing interdisciplinarity in problem based higher education It explores how the construction of problems in interdisciplinary PBL projects can be seen from the perspectives of multicultural groups and examines group processes in interdisciplinary PBL projects It concludes by taking a closer look at student practices in interdisciplinary PBL and at how students are positioned and position themselves in the complex transdisciplinary PBL project *Cambridge Handbook of Engineering Education Research* Aditya Johri, Barbara M. Olds, 2014-02-10 The Cambridge Handbook of Engineering Education Research is the critical reference source for the growing field of engineering education research featuring the work of world luminaries writing to define and inform this emerging field The Handbook draws extensively on contemporary research in the learning sciences examining how technology affects learners and learning environments and the role of social context in learning Since a landmark issue of the Journal of Engineering Education 2005 in which senior scholars argued for a stronger theoretical and empirically driven agenda engineering education has quickly emerged as a research driven field increasing in both theoretical and empirical work drawing on many social science disciplines disciplinary engineering knowledge and computing The Handbook is based on the research agenda from a series of interdisciplinary colloquia funded by the US National Science Foundation and published in the Journal of Engineering Education in October 2006 Analysing Networked Learning Practices in Higher Education and Continuing Professional Development ,2009-01-01 This book provides an essential resource for researchers and practitioners in the area of networked learning Networked learning is learning in which information and communication technology is used to promote connections between one learner and other learners between learners and tutors and between a learning community and its learning resources Informed by theory this book provides insights into the growing area of educational practice that is covered by the term networked learning The collection is written in a way that is accessible and useful for both researchers and practitioners Written by experienced European researchers the chapters in this collection represent a major contribution to the development of a body of research evidence in the field The collection is the outcome of a research team that was funded by the European Union as part of the Kaleidoscope Network of Excellence The range of topics and the theoretical development of ideas in the collection demonstrate the vibrancy of the research community that has developed in the area of networked learning Whilst the chapters are always rooted in practice they also contribute to a complex understanding of the changes that are taking place in education at a time when digital networks have become an essential part of the learning environment This volume will prove valuable for those working in higher education and professional development Linking Practice and Theory Fred A.J. Korthagen, Jos Kessels, Bob Koster, Bram Lagerwerf, Theo Wubbels, 2001-01-01 Although the idea of the reflective practitioner is embraced by many there is still a need to understand how teachers practical experience and the theoretical insights of researchers can be linked in teacher education This book offers a framework for addressing this problem It brings together 15 years of experience in teacher education and research based on Korthagen s concept of realistic teacher education which

is well known in Europe and gaining interest in North America Set up as a journey back and forth between practice and theory this book is not only about linking them but models how it can be done providing both practical solutions and research based theoretical foundations Linking Practice and Theory The Pedagogy of Realistic Teacher Education serves as a guidebook for teacher educators with many practical ideas and guidelines prepares the reader for a fundamental shift in thinking about teacher education and uses an international perspective in analyzing real practical experience in teacher education in the Netherlands and in other countries

Evaluating Media Richness in Organizational Learning Gyamfi, Albert, Williams, Idongesit, 2017-08-14 The application of emerging multimedia innovations can significantly benefit organizations across different sectors These tools aid in increasing competitive advantage and optimizing knowledge management Evaluating Media Richness in Organizational Learning is an essential reference source for the latest scholarly research on the application of computational tools for knowledge management frameworks and strategies in organizations Featuring a broad range of coverage on topics and perspectives such as web semantics product innovation and knowledge sharing this book is ideally designed for researchers consultants practitioners professionals and upper level students seeking current information on ways to facilitate business innovation and achieve competitive advantage

The Power of Technology for Learning Noah P. Barsky, Mike Clements, Jakob Ravn, Kelly Smith, 2008-09-23 In today's dynamic global business environment where knowledge is a main asset and learning becomes the most important process Business Education needs to employ the right practices to develop future leaders Businesses require graduates that become true experts But can business schools indeed create learning experiences that address the needs of the global marketplace Can they teach students to build learning organizations The articles in this volume detail successful approaches developed by business educators and researchers The approaches have been implemented to solve real problems and to provide students with the ethical and analytical abilities they will need to both compete and contribute to the betterment of others The thematic part of this volume focuses on the potential of interactive on line activities to promote business and economics education They demonstrate the benefits that learning technologies can bring and show how to overcome potential problem issues

Standards and Quality in Higher Education John Brennan, Peter De Vries, Ruth Williams, 1997 This study addresses debates on academic standards and quality assurance from the perspectives of institutional leaders national quality bodies and higher education researchers It includes the results of studies of the impact of external quality assurance upon management and decision making

Educational Stages and Interactive Learning: From Kindergarten to Workplace Training Jia, Jiyou, 2012-02-29 The adoption of ICT for personal and business use has encouraged the growth of interactive learning as well as its application in a number of education and training scenarios Designing effective syllabi for interactive learning projects helps to ensure that desired learning outcomes are achieved without incurring a significant loss of time or money Educational Stages and Interactive Learning From Kindergarten to Workplace Training provides a record of current

research and practical applications in interactive learning This book reviews all aspects of interactive learning investigates the history status and future trends of interactive learning introduces emerging technologies for interactive learning and analyzes interactive learning cases in various educational stages and learning situations Readers interested in the technologies and pedagogical applications of interactive learning will find this book a comprehensive reference for the understanding of notions theories techniques and methods related to the research and development of interactive learning

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