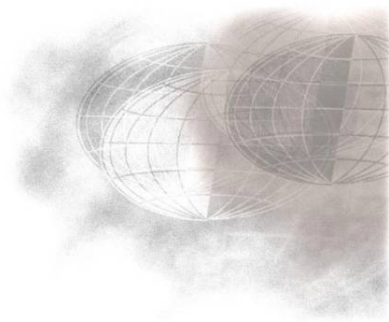




UNESCO CHAIR
PROBLEM BASED LEARNING
AALBORG UNIVERSITY • DENMARK

UNESCO CHAIR for Problem Based Learning



UCPBL Annual Report 2009 - Final

Fibigerstraede 13 – DK-9220 Aalborg – DENMARK – www.ucpbl.net - ucpbl@plan.aau.dk

Aalborg University

Contents

CONTENTS	2
1. INTRODUCTION	3
2. THE PROFILE OF UNESCO CHAIR IN PROBLEM BASED LEARNING	3
1.2 ORGANISATION OF THE UNESCO CHAIR	4
2. PBL GLOBAL NETWORK	5
2.1 CORE PARTNERS	7
2.2 ONLINE RESOURCES	7
3. NEW RESEARCH PROJECTS	8
4. CENTRE FOR PBL AND SUSTAINABILITY	10
5. PBL EDUCATION	12
6. PBL CONSULTANCY VISITS	13
7. HOSTED CONFERENCES WORKSHOPS AND SEMINARS	14
8. KEYNOTES	14
9. PARTICIPATION IN CONFERENCES	15
10. VISITS TO AALBORG UNIVERSITY	16
11. PUBLICATIONS	19

1. Introduction

The annual report for 2009 is reflecting a very lively year concerning all activities in the UNESCO Chair in Problem Based Learning. We have expanded the scope of the chair from focusing on engineering to include in particular sustainability. We have got positive response to several of the applications that have been submitted during the year. We have got six new PhD students, hosted several guest PhD students and again had many visitors.

We have met several of the strategic goals and in the UCPBL work plan for 2009-2011.

2. The Profile of UNESCO CHAIR in Problem Based Learning

The UNESCO Chair for Problem Based Learning (UCPBL) was established 2007 at Aalborg University (AAU). The overall objective of this UNESCO Chair is to create a global network for researchers and academic staff working with PBL. This includes research and development activities, educational programs, consultancy activities, and the establishment of a global network for international cooperation and exchange of experiences.

The specific objectives are:

- To establish a sustainable global network of individuals and institutions already having or wanting to develop expertise in PBL.
- To establish a research network of active researchers in PBL.
- To develop and run a distance Masters Programme in Problem Based Learning in Engineering and Science (MPBL) open for participants at a global level.
- To disseminate experience gained from current projects concerning implementation of PBL in developing countries.
- To provide possibility for training and consultancy.

The overall profile and the activities of the UCPBL Centre for Problem Based Learning are presented in the work plan that is continually updated and available at: <http://www.ucpbl.net/>

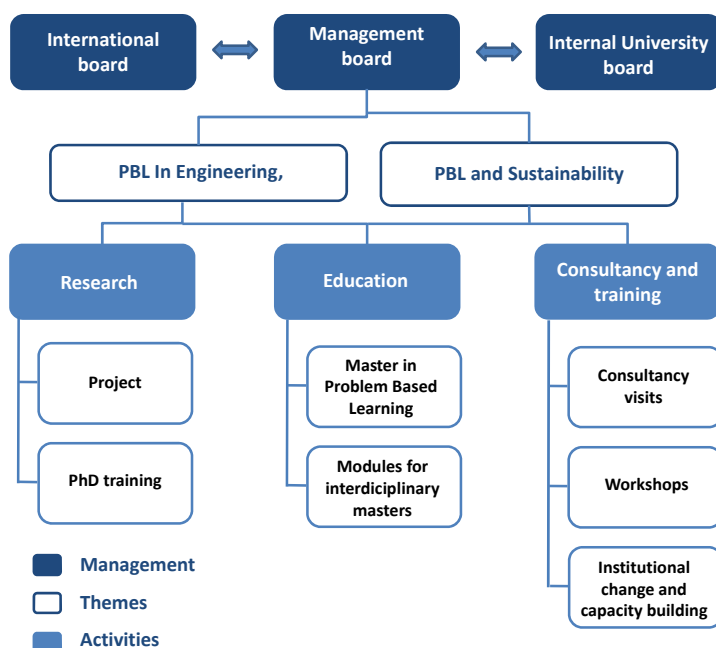
As described in the work plan, globalisation and technological innovation becomes a far more distributed and complex process oriented towards both regional and global markets, which call for technological and scientific competences to handle new complex, interdisciplinary and intercultural issues. There is a political pressure to provide sustainable scientific and technological transformations in line with the increasing focus on health and climate change.

During 2009-11, the UNESCO Chair has the vision to include sustainability and health in the overall vision. The UNESCO Chair is providing research evidence for the efficiency of PBL in Engineering Education.

This vision has been met by establishing a centre on PBL and sustainability. This centre is funded by the Danish Obel Foundation and supports doctoral training and creation of open sources.

1.2 Organisation of the UNESCO CHAIR

Therefore the organisation that was established has been reviewed and further developed. The new structure of the UNESCO Chair that has been implemented during the first half of 2009 will remain of a working board administrating a project structure for research, education and consultancy activities.



The management board will be a working board. It consists of the chair, a number of appointed vice chairs and secretary. Chair and Vice Chairs will run the organisation and coordinate the projects and appoint specific project leaders.

The structure with the two advisory boards continues with the function to:

- 1) advise at the strategically level,
- 2) advise at the activity level by dialogue of work plans and annual reports,
- 3) contribute to the dissemination of knowledge about the chair activities and
- 4) contribute to the PBL global network activities.

UCPBL University Board (UB):

Members of the board are:

Eskild Holm Nielsen, Associate Professor, Department of Development and Planning

Børge Lindberg, Associate Professor, Department of Electronics

Henrik Brohus, Associate Professor, Department of Civil Engineering

Karl Brian Nielsen, Professor, Department of Production

Kim Haugbølle, Research Director, Danish Building Research Institute

Kristian Olesen, Associate Professor, Department of Computer Science

Lise Kofoed, Professor, Department of Technology, Copenhagen

Lone Dirckinck-Holmfeld, Professor, Department of Communication and Psychology

Paola Valero, Associate Professor, Department of Learning
Torben Rosenørn, Head of Department, Department of Technology, Esbjerg

UCPBL International Board (IB):

Members of the board are:

Sherra Kerns, Professor, Vice President, Olin College, US
Ulisses Araújo, Professor, University of Sao Paulo, Brazil
Tony Marjoram, Dr., Programme Specialist, UNESCO, France
Richard Felder, Dr., Professor, US
Roger Hadgraft, Director, Associate Professor, RMIT University, Australia
Mikhail Minin, Dr., Professor, Tomsk Polytechnic University, Russia

UCPBL Academic Staff (AS):

Anette Kolmos, Chair Holder, Professor
Xiangyun Du, Associate Professor
Jette Egelund Holgaard Associate Professor
Palle Qvist, Associate Professor
Mona Dahms, Associate Professor
Lars Bo Henriksen, Associate Professor
Erik de Graaff, Extraordinary Professor
Alex Stojcevski, Associate Professor
Huichun Li, Teaching Assistant
Chufang Zhou, Teaching Assistant
Yihuan Zou, Ph.d. Student
Fenzi Zhang, Ph.d. Student
Verner Larsen, Ph.d. Student
Jan Schlünssen, Ph.d. Student
Bente Nørgaard, Ph.d. Student

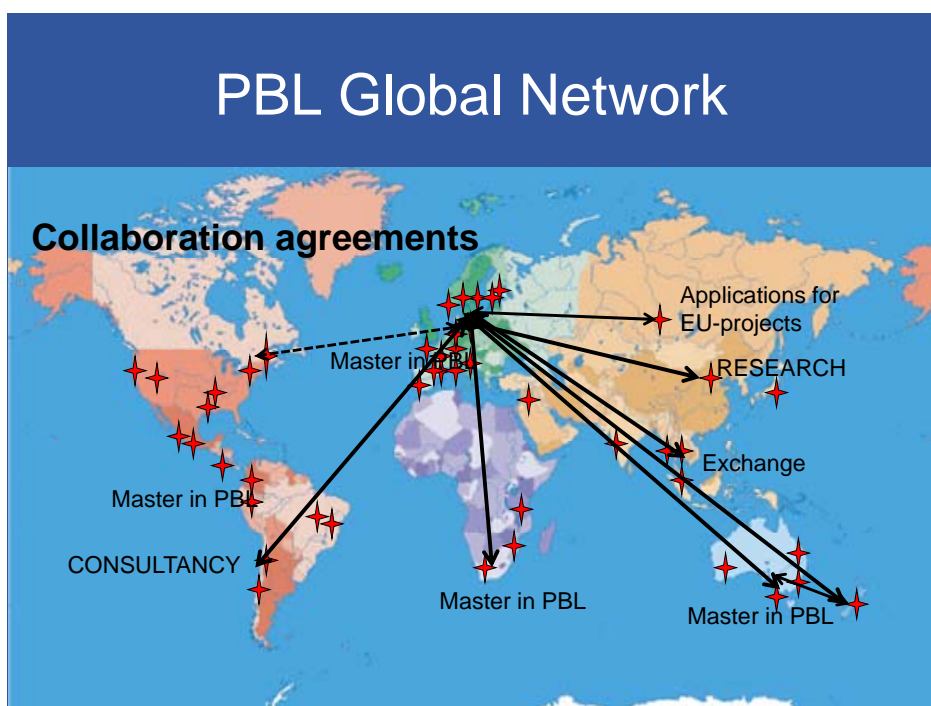
2. PBL Global network

The UNESCO Chair has changed direction in the further development of a PBL global network. From the beginning ideas concerning regional hubs and local memberships were announced. These ideas might involve an unnecessary hierarchy costing a lot of resources and with a risk of slow progress as the educational system and involved research resources on higher education vary a lot from country to country. Therefore, at this stage of global development, it is difficult to implement a uniformed structure. Instead, we have announced a project based approach to the PBL global network, which is basically based on open access to conferences and open resources on the one hand, and on the other hand projects and specific agreements concerning research, education and training. This will give a dynamic network and open up for collaboration at different levels such as individual level, group level and institutional level.

The PBL global network will consist of the following activities:

- Conferences, open sources and virtual networks. These are open to all interested academic staff.

- Research activities that will be project based and with specific institutional agreements.
- Master education with formally enrolled participants or involved participants based on institutional agreements.
- Specific appointments concerning consultancy visits, workshops or larger and longer capacity building courses.



The organisation can be seen in the above figure. The idea is to establish network with self established junctions. These junctions will be based on local needs, agreements and funding possibilities.

The second International Research Symposium on PBL

The UNESCO chair held the second research symposium on PBL in December, 2009 at Victoria University, Melbourne. There were more than 80 participants from 31 countries all over the world.



The Symposium focused on the dissemination of information on state-of-the-art advances in education and research on PBL. The major topics have been covered including:

- PBL and collaborative knowledge building
- PBL and assessment
- PBL as research methodology
- Learning in the workplace and PBL
- Industry, community, and PBL
- Staff development for PBL
- Students and PBL

Based on this Symposium, the full texts of the papers presented have been published in the IRSPBL2009 Symposium Proceedings.

The third Research Symposium will be held at BNU, Beijing April 2011.

2.1 Core partners

During the last two years more institutions have established centres for PBL. One of the important tasks for the coming year is to organise the PBL global network on a more solid organisational base. There are institutions that UCPBL already now are working more closely together with.

Beijing Normal University (BNU)

In response to the 'China Strategy' that has been proposed by the Ministry of Science, Technology and Innovation, Denmark early 2008, a collaboration agreement has been signed between Beijing Normal University, China and Aalborg University, Denmark in April, 2008.

The collaboration with BNU will continue with several activities co-sponsored by the Confucius Centre at Aalborg University on the following activities:

- Research projects including three books
- Doctoral training
- Research symposium spring 2011 in Beijing

Victoria University (VU)

VU is one of the core partners and VU has just hosted the second research symposium on PBL, organised by the [Office for Problem Based Learning](#) at VU. Furthermore, staff from VU participate in the Master of PBL and there has been a close collaboration on the development of the master programme in Problem Based Learning.

2.2 Online resources

In order to provide access to resources, the strategy is to facilitate the PBL Global Network by online resources. However, online activities need to be kept updated and developed. Due

to less interest, we have decided to close down the blog system and the online library and substitute these resources with

Relevant publication which can be downloaded on the website <http://www.ucpbl.net>

Homepage with resources where selected events are accessible as streamed video: <http://www.ucpbl.net/>

3. NEW Research projects

Several new research projects have been initiated by the UNESCO chair during the year.

New EU project: PBL as practice based, problem based and project based learning

Budget EUR 40.000.

Institut Technik & Bildung, University of Bremen is coordinator for this new project. The overarching aim is to promote European capability to develop problem based learning (PBL) within Higher Education curricula and related programmes for Continuing Professional Development. The concrete aim is to develop such capability in the selected three fields of expertise (business administration, engineering, TVET teacher education) and with related interest areas for promoting competences (managerial competences, pedagogic competences, competences in HRD).

The objectives of the Euro_net project are the following:

To create conceptual tools for analysing the models for PBL in different domains and in different countries and present related comparative overviews;

To develop instruments for analysing the needs and interests related to practice based learning from the learners' and stakeholders' point of view.

To develop web-based tools and instruments for documenting and supporting the PBL processes and to analyse their usability in different contexts;

To develop methodologies and support structures for promoting research and studies related to PBL in the respective domains.

UNESCO Chair participates as partner

Nordforsk funded Network: Nordic Network on Engineering Education Research

March 2008, coordinator for the Nordic Network on Engineering Education Research. The objectives are to establish Nordic collaboration among Nordic engineering education research in order to improve the level of research, research training and not at least the impact on development of engineering education. Coordinator is Linköping University and Aalborg

Nordforsk funded PhD course: Doctorate course in Engineering Education Research (15 ECTS)

The course aims at promoting participants' understanding of the EER field as a whole, covering issues such as relevant literature in EER, current EE research subfields, samples of research questions, EER and other fields of science, how to carry out research in EER and designing research projects. The course is organized and taught jointly by

- [Helsinki University of Technology](#);

- [Uppsala University](#);

- [Aalborg University](#).

UNESCO Chair participates as partner

EUGENE: EUROPEAN AND GLOBAL ENGINEERING EDUCATION is a new Thematic Network (Academic Network in the EU Lifelong Learning Programme) with the main goal of improving the impact of EEE on competitiveness, innovation and socio-economic growth in a global context

EUGENE is a 3 year network project and it starts the operations in October 2009. Project's headquarters activities are carried out by University of Firenze (Università degli Studi di Firenze - Facoltà di Ingegneria).

The EUGENE Network aims at improving the impact of European Engineering Education (EE) on competitiveness, innovation and socio-economic growth in a global context. This goal will be achieved by setting-up and a top-level "discussion & action" forum to monitor and support the continuous evolution of EE in the EHEA and to open its competition and cooperation borders beyond Europe. In the EUGENE Network, all major European stakeholders of EE (linked with their corresponding Societies all over the world, through IFEES) will work on five Activity Lines:

- A) Ph.D. Studies, Structure and Bologna follow-up: "Establishment of a European common set of excellence standards and principles, in order to make the PhD training in Engineering and Technology in Europe more effective, competitive and innovative
- B) Promoting EE in Europe as a research field and in comparison of worldwide developments, a true and innovative research area to improve entrepreneurship, innovation and competitiveness
- C) Improve trans-national mobility of engineering students, graduates and professionals, also through contacts and synergies with the International Engineering Alliance and the Washington Accord
- D) LLL & continuing education as a tool to improve competitiveness and innovation of European engineers
- E) Increase attractiveness of EHEA: towards an ERASMUS Mundus Network in EE

UNESCO Chair participates as partner

Danish research council: Opportunities and Challenges in Engineering Education in Denmark

Research council has funded a strategic alliance on engineering education research with the overall aim: The accelerating pressure on natural resources that has been brought to light in the debate over global warming, the increasing permeation of technology into society, and the rise of "technosciences" that call for new forms of competence and design capabilities raise serious challenges for engineers. This research alliance will examine how engineering educational institutions are responding to these challenges and propose ways in which they might respond more effectively, so that engineers are better able to turn them into new opportunities, both commercial and societal.

By bridging between these different strands, the research is meant to bring about synergies and interactions that will provide a highly relevant knowledge base for educational reform and institutional initiatives in engineering. Through the use of participatory methods these will be introduced into the curricula of engineering education in Denmark.

Aalborg University is coordinator

Six new PhD students

Three new Chinese PhD students were enrolled in 2009 based on collaboration agreement with two Chinese Universities – Beijing Normal University and North-eastern University. They are working with innovative competences, accreditation and regional innovation.

Three new Danish PhD students were enrolled in 2009 and they work with construction of curriculum, innovation and work based learning.

Two guest researchers are invited from China, Zhiying Nian from Beijing Normal University, and Qiang Liu from China Medical University, to research on PBL model at AAU in general and specific practice in industrial medicine.

Guest PhD students and Visitors:

1 January – 8 March: Sopia Md Yassin, Faculty of Science and Technology, University Pendidikan Sultan Idris
Malaysia

1 April – 26 June: Liliana Fernández Samacá, Universidad Pedagógica y Tecnológica de Colombia
Universidad del Valle

1 September – 30 October: Aida Guerra, Science Faculty of Oporto University, Portugal

9 November to 20 November: Garry Young, University of Nottingham, UK

1 November – 30 October 2010: Peter Achi, Federal University of Technology, Nigeria

4. Centre for PBL and Sustainability

The United Nations Decade of Education for Sustainable Development (2005-2014), for which UNESCO is the lead agency, has fostered increasingly focus on integrating sustainability in educational activities on all levels. As stated by on the UNESCO homepage (<http://www.unesco.org/en/esd/>; Dec 2009):

“Education for sustainable development aims to help people to develop the attitudes, skills and knowledge to make informed decisions for the benefit of themselves and others, now and in the future, and to act upon these decisions ... The United Nations Decade of Education for Sustainable Development (2005-2014), for which UNESCO is the lead agency, seeks to integrate the principles, values, and practices of sustainable development into all aspects of education and learning, in order to address the social, economic, cultural and environmental problems we face in the 21st century.”

Within the field of science and technology, the political pressure is ever more distinct to provide sustainable scientific and technological transformations to decouple the increase in problematic environmental and social impacts from economic growth, and secure a balance between the three pillars of sustainability. Several researchers within the field of Education for Sustainable Development (ESD) have argued that a paradigm shift is needed in Higher Education to face these new challenges of sustainability, and the vocabulary used to express the needed educational changes includes active experiential, inquiry-based learning, real-world problem solving, critical and creative inquiry, reflective and iterative learning, learning in groups and an indicative and open curriculum. The PBL philosophy embrace exactly those values and it has therefore been a vision of the UCPBL to establish a Centre for PBL and sustainability (PBL-SUS)

to research and develop PBL methods for integrating Sustainability into Engineering and Science Education.

In 2009 the vision of establishing a Centre for PBL and Sustainability under the UNESCO chair of PBL became reality with funding assistance from the Danish Obel fond.

The objectives for 2009-2011 are:

1. To create a global society of practitioners, researchers, experts and institutions within the field of Problem Based and Project Based Learning (PBL) and Sustainability in Engineering, Science and Health Education;
2. To establish international research and doctoral training on PBL and sustainability in Engineering, Science and Health Education;
3. To provide global formal education and training for academic staff and to disseminate and exchange knowledge and support among society members in terms of how to implement PBL in education, in carrying out research in PBL and in applying PBL for regional sustainable development;
4. To give HE institutions and governments open access to a body of knowledge, education, training and other resources in order to facilitate PBL and Sustainability in Engineering, Science and Health Education.

The center was established in the summer of 2009. In the following activities carried out in the summer/autumn 2009 is listed in relation to the four objectives stated above: Global network activities, Doctoral training, Formal education and open source activities.

Global network activities:

- The center was included in SEFI-taskforce http://www.sefi.be/?page_id=1688 chaired by Eric de Graaff (Participant: Jette E. Holgaard)
- The center was presented at the poster exhibition at the 3th European Fair for Education for Sustainable Development in Hamburg, the 28-30 October 2009 (Participant: Jette E. Holgaard) <http://www.haw-hamburg.de/esd2009.html#c43562>
- The center co-funded participation in the seminar in Salzburg (Austria) Greening the Minds: Universities, Climate Leadership and Sustainable Futures the 11-16 of July 2009, to discuss the future possibilities of a Sustainable Futures Academy (Participants Xiangyun Du & David Christensen).
- The center hosted a visit from Professor Roger Hadcraft Melbourne University of Australia, to discuss the possibilities for collaboration <http://me.edu.au/p/rhadgraft>. (Participants: Anette Kolmos & Jette Holgaard)
- The center was host at a meeting related to the "Workshop on the Role of Higher Education in Africa: 'Triple Helix' Responses to Climate Change" arranged by Aalborg University (see http://www.ddrn.dk/index.php?side_id=320). The purpose was to discuss the potentials for collaboration with African partners in relation to PBL and sustainability. African partners from University of Dar es Salaam, Tanzania; Kenyatta University, Kenya; University of Ghana, Ghana; and Muvek Development Solutions attended the meeting (Participants Mona Dahms, David Christensen, Søren Løkke)

Doctoral training

15 PhD students within the field of PBL or Sustainability were co-funded by the center in order to encourage research within these fields and at the same time establish a collaborative community across the two fields of research.

The center furthermore co-sponsored a seminar on the researcher's role in society, 20-22th of October. Lectures were given by Andrew Jamison on the subjects: The changing landscape of science, sustainability science, and different modes of learning. In spring 2010 a 5 ECTS PhD course is arranged to bring doctoral students within the two fields of PBL and sustainability together.

Formal education

It was decided to include a Sustainability perspective in the Master of Problem and Project based learning to be launched spring 2011 at the latest.

Open source activities

A strategy for open source activities has been approved including:

- A list of recommended literature
- Book reviews
- Institutional highlights – exemplifying ESD practices in HE on a global level.
- Short essays (below 200 words) discussing:
 - a) the relationship between PBL and sustainability on the conceptual level;
 - b) research on PBL and Sustainability
 - c) how sustainability can be integrated in PBL-practice.

In 2010 will be put in extending the available open sources of the UCPBL in the area of PBL and Sustainability.

5. PBL Education

During 2008, new study regulation for the Master in Problem Based Learning (MPBL) was further developed. The new MPBL contains three modules:

1. teaching portfolio,
2. design of MPBL
3. the master thesis.

Module two on design of PBL is offered as a single subject course to institutions that are in the process of changing to PBL and need upgrading academic staff. This seems to become a success – and the development of the MPBL will continue in this direction. From Feb 15th, 2009, another single subject course (module 2) will start with a group of 13 people from Germany, France, Finland, Spain and New Zealand.

The homepage has got new layout and been restructured: <http://www.mpbl.aau.dk>

Module two offered as single subject course started with a new group October, 15. There were ten participants from Victoria University which finalized the module in December 2009.



Participants in the MPBL from VU at the final seminar December 2009.

6. PBL Consultancy Visits

6-16 February: Centro de Investigaciones y Pruebas Electroenergéticas (CIPEL), Instituto Superior Politécnico José Antonio Echeverría (CUJAE), La Habana, Cuba.

Problem Based Learning Workshops: Design of new PBL-experiment; preparation of staff; preparation of students; recommendations for further PBL. (CMS and MD)

25 February to 3 March Beijing China: Xiangyun Du and Anette Kolmos visited China Medical University in Shenyang and Beijing Normal University in Beijing

Mah Fuh Luang A five day workshop for developing local Problem Based Learning (PBL) practices based on a PBL-approach and involving presentations, group work, design games and sessions. (XD)

18th – 22nd of May 2009, Designing PBL Teaching Experiments at Mae Fah Luang University – A PBL experience based workshop (XD)

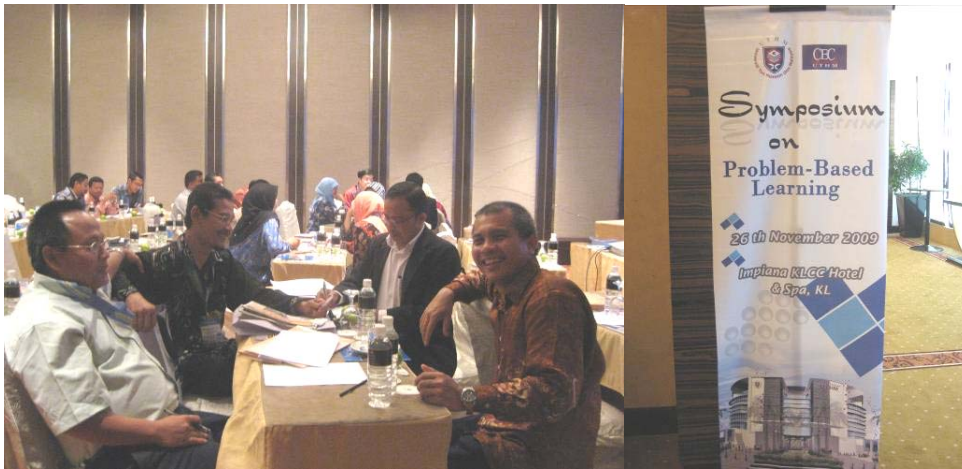
8-10 June: Theme chair of the track “Learning and Climate change” at the conference: Joint action for climate change, Aalborg (JEH)

15th-22nd of June, 2009, Designing PBL Teaching Experiments at Universidad de Los Andes – A PBL experience based workshop (XD)

13 – 22 August Workshops on PBL at Central University of Technology, Bloemfontein and at University of KwaZulu-Natal, Durban, South Africa

June 30-July 1, 2009, Delft University of Technology, US-Europe Workshop for Research on Gender and Diversity in Engineering Education, co-organizer with US colleagues (XD)

Malaysia, November 26, 2009, running one day workshop and having meetings (AK)



7. Hosted Conferences Workshops and Seminars

Kick off seminar for the SEFI working group on Engineering Education Research, Aalborg University, February 4-5, 2009. Nearly 40 participants from many different countries all over Europe participated.

August 13-14, 2009, AAU, PBL book project seminar with BNU delegation (XD)

24 September: Organizer of the DACIN conference 2009, Learning through climate change, Aalborg (JEH)

8. Keynotes

18 March Keynote on assessment at the Bologna seminar, Stockholm (JEH)

21-22 July, PAEE'2009 - Project Approaches in Engineering Education – Minho University, Guimarães Portugal. <http://pae2009.dps.uminho.pt> (XD)

Global innovation – sustainability and new learning strategies, ASEE conference, Austin, June 17. (AK)

Gender and Diversity in Engineering Education - when context makes a difference, VDI, Dusseldorf, September 12-13. (AK)

PBL - a Learning Methodology for Sustainability and Global Innovation in Engineering Education, ASEE Global Colloquium, Budapest October 12-15. (AK)

Engineering Education - Skills & competences for the (global) labour market, CESAER seminar, October 30 at Aalborg University. (AK)

Subject benchmarking - a strategy for enhancement of quality in Engineering Education, ENAEE conference, Bonn November 1-3. (AK)

Challenges for engineering education: global innovation and sustainability, Nov. 20, European Society for engineers and industrialist. <http://www.seii.org/international.php>, (AK)

UNESCO Chair in Problem Based Learning – strategic activities for development of a global network, “2nd International Research Symposium”, Victoria University, Melbourne, December 5, (AK)

9. Participation in conferences

5– 6 February SEFI Working Group meeting Engineering Education Research Aalborg, Denmark. (JEH)

18 – 23 February Anette Kolmos participated in summit on project based service learning Washington US

12 – 13 March, 2009 National Conference on Environmental Education, Beijing China. Organized by Ministry of Environment. (XD)

19 March Conference in honor of Prof. Knud Illeris “The politics of learning”, Copenhagen, Denmark (JEH)

25 – 31 May E-learning Conference in Senegal, presentation of the MPBL programme (MD)

5 June European Climate teach-in day. Presentation at online conference “Teaching for climate change in a problem based and project oriented learning environment” hosted by Hamburg University of applied science. <http://www.climateday.eu/en/presentations> (JEH)

8-10 June Joint actions on climate change, Joint action for climate change Theme chair and extended abstract: “Integrating sustainability in engineering identity”, 8-10 June, Aalborg, Denmark (JEH) <http://www.jaocc.net/doks/ParallelSessions.pdf>

13 – 19 June ASEE conference, Texas US, keynote activity (AK)

30 June – 5 July SEFI Conference, Rotterdam the Netherlands (AK, JEH, XD and MD)

11-16 July Salzburg Global Seminar, Greening the Minds: Universities, Climate Leadership, and Sustainable Futures. (XD)

12-13 September, Conference, Dusseldorf Germany (AK), see under keynote

24 September to 1 October Conference Developing Africa through Science and Technology Innovations in Agriculture, Entebbe, Uganda

25 September DACIN conference 2009, Learning through climate change, Aalborg, Denmark (JEH)

1-2 October, AAU, International seminar: Educational Innovation - PBL in Medicine & Health (JEH)

13 -16 October, Conference Budapest Hungary (AK), see under keynote

27 - 29 October in Bangkok, Thailand, The fourth EAHEP Workshop "Quality Assurance in Asian and European Higher Education - Opportunities for Inter- and Intra-Regional Cooperation". (XD)

28-30 October Participation and poster presentation at the European Fair ESD Hamburg Leal Hamburg, Germany (JEH)

1 – 4 November, Conference Bonn Germany (AK), see under keynote

3 - 4 December, 2nd INTERNATIONAL RESEARCH SYMPOSIUM ON PBL. Melbourne, Australia (AK) See under keynote.

10. Visits to Aalborg University

Every year, UCPBL has a lot of visitors. This year, UCPBL has been responsible for organising 17 visits at Aalborg University.

26-28 January

8 persons from Mae Fah Luang University

Re: mail from Nongluk Hwangsanguankij

Status: Confirmed

Responsible: AK

[programme](#)

26-27 January

5 persons from Institute of Technology Tallaght, Dublin, Ireland

Re: mail from Gerard Ryder

Status: Confirmed

Responsible: AK

[programme](#)

27 January

6 persons from Högskolan, Kristianstad, Sweden

Re: e-mail from Lennart Carlsson

Status: Confirmed

Responsible: AK

[programme](#)

4-6 March

Siarhei Piashkun, Alexej Voronin, Tsimafei Kazitsyn, Polotsk State University, Belarus;

Nadezhda Goncharova, Aleh Rodzkin, Uladzimir Kapitsa, International Sakharov Environmental University, Belarus

Ioanna Ntaikou, University of Patras

Hans Hauska, Royal Institute of Technology, Sweden

Re.: e-mail from Hans Hauska

Status: Confirmed

Responsible: EST

[programme](#)

9-10 March

18 persons from Utrecht University, The Netherlands

Re.: e-mail from Hetty Grunefeld

Status: Confirmed

Responsible: AK

[programme](#)

16-17 March

25 persons from Coventry University, Great Britain

Re.: e-mail from Ian Dunn

Status: Confirmed

Responsible: AK

[programme](#)

26 March

Berhannudin Mohd Salleh, University Tun Hussein Onn, Malaysia

Re.: e-mail from Berhannudin Salleh

Status: Confirmed

Responsible: AK

2 June

Guangdong University of Technology , China

Professor Zhang Kun, Vice President of Guangdong University of Technology

Associate Professor Chai Weisi, Vice Director of Academic Program Division

Professor Zhang Chengke, Vice Dean of School of Economics and Management

Professor Ji Mingyu, Dean of School of Foreign Languages

Professor Jin Chaoyong, Vice Dean of Faculty of Applied Mathematics

Responsible: XD

8 July

Prof. Roger Hadcraft, Director – Engineering learning Unit, University of Melbourne, Australia

Responsible: JEH

18 August

Guangdong University of Technology , China

Professor Zhang Yun, Vice President of Guangdong University of Technology

Professor Yan Qiusheng, Director of Graduate Division.

Professor Zen Yuenan, Vice Dean of Faculty of Automation

Professor Jiang Chengsheng, Vice Dean of School of Foreign Languages

Professor Wang Yin Hai, Vice Dean of Faculty of Physics and Optoelectronic Engineering

Responsible: XD

25 August

Marina Ventura and Margarida Amorim, Universidade Católica Portuguesa, Portugal

Re.: e-mail from Anette Lorentsen

Status: Confirmed

Responsible: JEH

3 September

Ray Almgren, Remco Krul, National Instruments BV, The Netherlands

Re.: E-mail from Remco Krul

Status: Confirmed

Responsible: AK

17-20 September

Beijing Normal University delegation visit

Prof. ZHONG, Binglin, president of BNU

Prof. MAO, Xuan

Prof. ZHOU, Zuoyu, Dean of Faculty of Education

Prof. YANG, Zhifeng, Dean of School of Environment

Prof. LIANG Jiafeng, Director, Undergraduate Office

Mr. MU, Guanglun, Chief Coordinator, Office of International Exchange & Cooperation

Responsible: XD

30 September - 3 October

China Medical University delegation visit

Sun, Baozhi, Vice president of China Medical University. Chair of association of medical education, China.

Zhao, Yuhong, Professor, Dean, school of continue education, and Vice Dean, school of Health Informatics, China Medical University.

Sha, Xianzheng, Professor, dean, school of biomedical engineering, China Medical University.

Zuo, Tianming, Associate professor, director of research centre of medical education (PBL), CMU

Liu, Qiang, Associate professor, vice director of research centre of medical education (PBL), CMU (stay 3 months in AAU).

Zhang, Yixiao, student from CMU

Responsible: XD

15 - 28 October

Professor Wei Dong, Xi'an University of Technology

Status: Confirmed

Responsible: XD

16 – 18 November

Dean John Knox, Bart Johnson, Ron Ulseth, Minnesota State University, US

Status: Confirmed

Responsible: AK

13 – 15 December

Associate Professor Keith Sawyer, Washington University, St. Louis, US

Status: Confirmed

Responsible: AK

11. Publications

[Holgaard, JE](#), [Andersen, HJ](#) & [Kolmos, A](#) 2009, '[Cultivating creativity in engineering and science education](#)', I *Proceedings of the 37th SEFI Conference 2009: July 1-4, World Trade Centre Rotterdam - Delft University of Technology*, SEFI: European Association for Engineering Education.

[Kolmos, A](#), de Graaff, E & [Du, X](#) 2009, '[Diversity of PBL: - PBL Learning Principles and Models](#)', I Du, X, de Graaff, P & Kolmos, A (red.), *Research on PBL Practice in Engineering Education*, Sense Publishers, Rotterdam, s. 9-21.

[Holgaard, JE](#) & [Kolmos, A](#) 2009, '[Group or Individual Assessment in Engineering, Science and Health Education: Strengths and Weaknesses](#)', I Du, X, de Graaff, E & Kolmos, A (red.), *Research on PBL Practice in Engineering Education*, Sense Publishers, Rotterdam, s. 57-69.

Stojcevski, A & [Du, X](#) 2009, '[Group Project Assessment in a PBL Environment](#)', I Du, X, de Graaff, E & Kolmos, A (red.), *Research on PBL Practice in Engineering Education*, Sense Publishers, Rotterdam, s. 97-112.

[Kolmos, A](#) & [Holgaard, JE](#) 2009, '[Gruppebaseret eller individuel projekteksamen: fordele og ulemper](#)', *DUT, Dansk Universitetspædagogisk Tidsskrift*, vol. 4, nr. 7, s. 33-43.

[Du, X](#) & [Kolmos, A](#) 2009, '[Increasing the diversity of engineering education: a gender analysis in a PBL context](#)', *European Journal of Engineering Education*, vol. 34, nr. 5, s. 425-437.

[Christensen, D](#), [Holgaard, JE](#), [Løkke, S](#) & [Kolmos, A](#) 2009, '[Integrating Sustainability in Engineering Identity](#)', I *Joint Actions on Climate Change : Conference Proceedings*, Institut for samfundsudvikling og planlægning, Aalborg Universitet s. 337-338.

[Henriksen, LB](#) & Jørgensen, KM 2009, '[Labour, Work and Action in Organisations: taylorism and Resistance](#)', I *2009 Proceedings: organizing Space and Place*, Standing Conference for Management and Organization Inquiry s. 105-116.
Submitted

[Christensen, OR](#) & [Henriksen, LB](#) 2009, '[Mathematics in Context: Learning University Mathematics through Problems](#)', *Nordisk matematikdidaktik*.

Busk Kofoed, L & [Kolmos, A](#) 2009, '[New Challenges in PhD Supervision at Aalborg University](#)', I Froment, E, Kohler, J, Purser, L, Wilson, L, Davids, H & Schurings, G (red.), *EUA Bologna Handbook. Making Bologna Work*, Raabe, Berlin, s. 1-20.

[Kolmos, A](#), [Du, X](#) & [Nielsen, JFD](#) 2009, '[New Problem Based Learning Models for Complex Knowledge](#)', I Lappalainen, P (red.), *European Continuing Engineering Education. Conceptualizing the Lessons Learned*, SEFI: European Association for Engineering Education, Finland, s. 113-123.

[Qvist, P](#) 2009, '[Online Video Examination](#)', I Schnieders, HL, Childs, M & Parreeren, PV (red.), *Diverse Conference Proceedings*, 1. udg., Haarlem, The Netherlands, s. 119-131.

[Du, X](#), de Graaff, E & [Kolmos, A](#) 2009, '[PBL - Diversity in Research Questions and Methodologies](#)', I Du, X, de Graaff, E & Kolmos, A (red.), *Research on PBL Practice in Engineering Education*, Sense Publishers, Rotterdam, s. 1-7.

[Du, X, Kolmos, A & Holgaard, JE](#) 2009, '[PBL Based Curriculum Innovation for University Teaching and Learning](#)', *Research in Higher Education of Engineering*, nr. 2009 - 3, s. 29-35.

[Henriksen, LB](#) 2009, '[Praxis, PBL and the application of knowledge](#)', I *Proceedings of the ECER VETNET Conference 2009*,

[Henriksen, LB](#) 2009, '[Problem Based Learning and Instrument Realism: - On Engineering Science, Engineering Science Theory and Engineering Education](#)', I Du, X, de Graaff, E & Kolmos, A (red.), *Research on PBL Practice in Engineering Education*, Sense Publishers, Rotterdam, s. 23-34.

Submitted

[Qvist, P & Moesby, E](#) 2009, '[Real-Time Quality Control Methods in PBL-based Engineering Education](#)', I, *A Global Perspective on Engineering Education Quality Assurance. Past, Present, and Future*.

[Du, X](#), de Graaff, E & [Kolmos, A](#) (red.) 2009, [Research on PBL Practice in Engineering Education](#), 1 udg., Sense Publishers, Rotterdam.

[Qvist, P](#) & Nørbæk Hansen, P 2009, [Samfundslex](#), 4. udg., Gyldendalske bokhandel, Nordisk forlag A/S, Copenhagen.

[Qvist, P](#) & Nørbæk Hansen, P 2009, '[Samfundslex online: Opdateringer](#)', I, *Samfundslex online*. Gyldendalske bokhandel, Nordisk forlag A/S.

[Samfundslex-cd](#), Andet, Gyldendalske Boghandel, Nordisk Forlag A/S, København.

In press

[Dahms, M](#) 2009, '[Shifting Focus from Access to Impact: Can Computers Alleviate Poverty?](#)', I Ferro, E, K. Dwivedi, Y, Gil-Garcia, JR & D. Williams, M (red.), *Handbook of Research on Overcoming Digital Divides. Constructing an Equitable and Competitive Information Society*. Information Science Reference.

Lidon, I, Rebollar, R, [Qvist, P](#) & Cano, JL 2009, [TEAM WORK AND DEMOCRATIC LEARNING IN PROJECTMANAGEMENT TRAINING](#), Paper presented at The American Society for Engineering Education Conference, Austin, Texas, USA 14 - 17 June

[Mosgaard, M](#), [Holgaard, JE](#) & [Remmen, A](#) 2009, '[The importance of interpersonal relations in green networks – experiences from Denmark](#)', I *Joint Actions on Climate Change: 8-10 June 2009, Aalborg, Denmark*, Institut for samfundsudvikling og planlægning, Aalborg Universitet s. 229-230.

[Kolmos, A](#), [Holgaard, JE](#) & [Du, X](#) 2009, '[Transformation du curriculum: vers un apprentissage par problèmes et par projets](#)', I Bédard, D & Béchar, J (red.), *Innover dans l'enseignement supérieur*, Presses Universitaires de France s. 151-166.

[Qvist, P](#) 2009, '[Video exams and the external examiners: Results from a questionnaire](#)', Paper presented at Diverse Conference 2009, Aberystwyth, Wales, Great Britain 24 - 26 June