Transforming Engineering Education

*In connection with the 9th International Research Symposium on
PBL (IRSPBL23)**

Guest Editors

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This special issue calls for contributions to a timely discussion on transformation of engineering education to address global challenges. How can we transform engineering education so that students develop these important skills? What learnings can be shared by higher education institutions that have embarked on educational transformation processes? What do other stakeholders in higher education, industry, and society, have to say about these efforts?

Aims and Scope

This special issue aims to:
- Encourage engineering educational practitioners to investigate the scholarship of Teaching, Learning and Curriculum through critical reflection on their practices
- Invite critical consideration of the institutional, societal, and cultural factors that drive, allocate resources, and constrain transformation
- Invite cross-disciplinary, cross-institutional, cross-cultural comparison of empirical work in order to put forward new perspectives on engineering education research

Criteria for Contributions

Potential contributions can be in the form of empirical or review papers, and may address any topic within the current engineering higher education practices relating to transformation.

Submissions (abstracts and full manuscripts) should include:
- Clearly formulated research problems, well-defined research questions and aims of the study
- Relevant theoretical and literature background
- Justification of research design and description of research methods for empirical data collection and analysis
- Elaboration on the new aspects added to the existing engineering education literature

In the full manuscripts, research results and discussion in relation to theories and literature shall be provided before conclusions are presented.

Research reviews should clearly state the purpose, scope or research questions addressed by the review. A review should include a critical analysis, synthesis, or evaluation of previous research to provide new perspectives, a new knowledge structure, general conclusions, overarching principles, or new research directions.

Important Deadlines

- Submission of abstracts (200-300 words) by August 1st, 2022 (please note that abstract shall be submitted by email to realavi@mit.edu)
- Abstracts review outcome sent by September 1st, 2022
- Submission of full manuscript by December 15th, 2022 (please note that manuscripts should be submitted following IEEE Transaction on Education author guidelines as detailed in https://ieeeauthorcenter.ieee.org
- Manuscripts review outcome sent by Feb 15th, 2023
- Submission of revised manuscripts by April 15th, 2023
- Further review outcome sent by June 1st, 2023

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For inquiries regarding the special issue, please contact Guest Editor Dr. Rea Lavi at realavi@mit.edu.