

All session links can be found at Morressier: <https://www.morressier.com/signup/IRSPBL-2021>

### August 15:

14:00-15:30 Pre Conference Workshops			
	PBL generic competences in the curriculum, Dr. Jette Holgaard (AAU, Denmark)	CDIO and PBL, Dr. Kristina Edström (KTH, Sweden)	The use of PBL in international collaborative projects on sustainability in Higher Education", Dr. Simone Monteiro and Dr. Dianne Viana (University of Brasilia, Brazil)
<b>General description</b>	This workshop introduces a framework to integrate PBL competences in the curriculum. Based on a short introduction to the framework used at the engineering and science faculties at Aalborg University, we invite participants into sub-groups to construct learning outcomes. Participants will use a tool developed for this purpose, presenting a set of dialogue cards including four types of cards: thematic cards, qualification cards, activity cards and evaluation cards. After the workshop, participants will be able to discuss how staff can be supported in integrating PBL generic competences into the curricula.	CDIO is an approach to curriculum and course development in engineering education, taking its starting point is a vision for the graduates' competence. To realise this vision, project-based courses are prominent components in the curriculum. In this workshop, the CDIO approach is introduced through examples of its implementation beyond PBL. One example, on course level, focuses on improving the contribution of "traditional" subject courses. The other example, on the curriculum level, shows the power of a programme-driven approach. Participants are invited to jointly analyse the examples, and consider the usefulness of the underlying strategies to complement PBL.	The purpose of the workshop is to foster new partnerships and projects by presenting successful experiences based on PBL. With those experiences we intend to broaden the scope of internationalization in higher education. Those projects were focused on identifying problems and developing solutions within the themes of the 2030 Agenda SDGs, and took place during 2019 and 2020 involving undergraduate courses at the University of Brasilia in Brazil, SPRIT University in Tunisia, and Aalborg University. The result of the partnership will be presented in this workshop, specifically three projects.
<b>Platform:</b>	Zoom	Zoom	Zoom
<b>Co-chair:</b>	Professor Anette Kolmos/Research assistant Thomas Andersen	Conference secretary Stine Randrup Nielsen	Phd student Maiken Winther
15:30-16:30 IRSPBL 2021 opening reception			
<b>Format and process:</b>	Interactive opening reception for all in the PBL Community		
<b>Platform:</b>	Wonder		

\*All times are in Central European Summer Time/UTC+2

## August 16:

<b>09:00-09:30 Morning coffee break</b>				
<b>General description:</b>	Coffee breaks are informal, open sessions where participants can encounter, meet or connect with other participants and start the conference day with a cup of coffee.			
<b>Platform:</b>	Wonder - link can be found in Morressier			
<b>09:30-10:20 Conversations on Regional and Global Change:</b>				
<ul style="list-style-type: none"> <li>• Professor Gopalkrishna H. Joshi (KLE Technological University, India),</li> <li>• Professor Jian Lin (Tsinghua University, China),</li> <li>• Professor José Ismael Peña (Universidad Nacional de Colombia, Colombia)</li> <li>• Professor Khairiyah Yusof (UTM, Malaysia)</li> </ul>				
<b>Session general description:</b>	Since 2007, the Aalborg Centre for PBL has been running the International Research Symposia (IRSPBL) and Regional Research Symposium (RRSPBL) nearly all over the world. Some of the latest events have been in India, China, Colombia and Malaysia and we have invited the hosts for having a conversation on the impact of these symposia activities. What is happening in the region concerning change to more active learning and PBL? Has PBL become more widely used? Are there barriers in changing engineering and science education? What are the strategies for future institutional or regional activities?			
<b>Platform:</b>	Morressier			
<b>Chair:</b>	Professor Xiangyun Du			
<b>Co-chair:</b>	Professor Anette Kolmos			
<b>10:30-11:00 Meet the speakers:</b>				
<b>Speaker</b>	Professor Gopalkrishna H. Joshi (KLE Technological University, India)	Professor Jian Lin (Tsinghua University, China)	Professor José Ismael Peña (Universidad Nacional de Colombia, Colombia)	Professor Khairiyah Yusof (UTM, Malaysia)
<b>Platform</b>	Zoom room	Zoom room	Zoom room	Zoom
<b>Co-chair</b>	Professor Anette Kolmos	Associate Professor Lykke Bertel	Associate Professor Aida Guerra	Professor Thomas Ryberg
<b>11:00 - 11:30 Networking session on Regional PBL networking</b>				
<b>Session general description:</b>	Since 2007, the Aalborg Centre for PBL has been running the International Research Symposia (IRSPBL) and Regional Research Symposium (RRSPBL) nearly all over the world. Some of the latest events have been in India, China, Colombia and Malaysia. In 2021, we invite the regional hosts to have a conversation on the impact of these symposia activities.			
<b>Themes:</b>	<i>PBL in South America</i>	<i>PBL in North America</i>	<i>PBL in Africa</i>	<i>PBL in Asia</i>
<b>Facilitator:</b>	Professor José Ismael Peña and Associate Professor Aida Guerra	Associate Professor Ronald Ulseth and Associate Professor Bart Johnson	Associate Professor Bente Nørgaard	Professor Xiangyun Du
<b>Language</b>	Spanish	English	English	English
<b>Platform:</b>	Zoom	Zoom	Zoom	Zoom
<b>11:30 - 12:30 Lunch</b>				
<b>Session general description</b>	In physical conferences, lunch breaks are ideal moments to network and connect with peers and colleagues. In the IRSPBL 2021, a virtual room will be created for participants to share their lunchtime with their colleagues and peers, providing the opportunity to "catch up" and network with colleagues.			
<b>Platform</b>	Wonder			
<b>12:30 - 14:00 Interactive poster sessions</b>				
<b>Structure:</b>	The session will be divided in two parts. See more information in the session on Morressier.			
<b>Part 1 (Presentation)</b>	Participants will watch the poster presentations on Morressier writing down comments and questions to pick up in the Q&A Session.			
<b>Part 2 (Q&amp;A session)</b>	A general discussion on the basis of the posters presented on Morressier.			
<b>Platform:</b>	Part 1: Morressier/ Part 2: Zoom			
<b>Q&amp;A Sessions</b>	Blended PBL Environments - PBL and Online learning	Sustainability, Creativity and Interdisciplinarity in PBL	PBL Implementation - PBL for professional competence	PBL Implementation, Assessment and Management of
<b>Papers</b>	Nicolaj Clausen, Ron Ulseth and Bart Johnson Analysing Self-Directed Learning at Iron Range Engineering: Framework and preliminary findings	Marco Braga, Luiz Ney d'Escoffier Expin48 in the pandemic: How the students rebuilt their learning network?	Giang Tran Thi Minh Impact of PBL (project based learning) approach on higher education in teaching communication skills: A case in viet nam	Camilla Gyildendahl Jensen, Lykke Brogaard Bertel, Thomas Ryberg and Susanne Dau Authentic and ipsative assessment as a new approach to assessing PBL with a specific focus on experiential collaborative learning (ECL)
	Hyunsook Oh, (John) Jong Ho Lee, Sun Kyung Yoon and Gyoo-Gun Lim Exploring Blended Ic-PBL Model & Strategy for Course Based PBLs in University: Using a Case Study in Engineering Education	Alfonso Herrera Jiménez and Fernando Bernal Martínez Development of the characteristics of an entrepreneurial university based on the PBL strategy: TPI Interdisciplinary Projects	Carola Gómez and Carola Hernández Teachers' decision-making implications fir the development of students' autonomy in the transition to PO-PBL model	Lina María Chacón Rivera, Hernán Gustavo Cortés-Mora and Alfonso Herrera Jimenez. Analisis of the impact of changing a PBL course from face-to-face to remote due the COVID-19 virus pandemic
	Kyung Jin Cha, Young Bum Kim and Gyoo Gun Lim An application of Industry coupled problem-based learning into a blended technical learning course	Workshop Case at the Faculty of Engineering of the National University of Colombia	Dan Jiang, Bettina Dahl and Pia Bøgelund Adaptability to Problem-based Learning at Aalborg University: Experience from first-year Chinese engineering graduate students	Ariadni Zormpa, Mourine Cheruyiot, Ann Kingiri, Rebecca Hanlin and Margrethe Holm Andersen Problem-based Learning: the Africalics experience
		Fernando Rodriguez-Mesa, Claus Spliid and José-Ismael Peña-Reyes A case study for project work effects in creativity	Alfonso Herrera Jimenez., Hernán Gustavo Cortés-Mora and Lina Rocío Ramos-Pachón PBL as a tool to develop university entrepreneurship and contribute to organizational change towards an entrepreneurial university	Hong Yang Application of Project Based Learning in an Environmental Engineering Programme
		Virginie Servant-Miklos Sustainability, Identity and Learning: Lessons from a two-year investigation in a problem-based setting	Lucianne Aguiar, Hermano Oliveira Jr, Thais Costella, Renato Villar and Mariana Lorenzin Project based learning (PBL) and design thinking to develop skills and competences in high-school students	Usama Ebead, Khalid Naji, Faris Tarlochan, Abdulla Al-Ali and Xiangyun Du Development of diverse assessment methods for PBL implementation at a course level in Engineering Education in Qatar
<b>Facilitators:</b>	Associate Professor Lykke Brogaard Bertel and Professor Thomas Ryberg	Associate Professor Jette Egelund Holgaard og Professor Roger Hadgraft	Phd Student Henrik Worm Routhé and Phd Student Maiken Winther	Associate Professor Bente Nørgaard and Professor Xiangyun Du
<b>14:00-14:50 Conversations on PBL and Sustainability</b>				
<ul style="list-style-type: none"> <li>• Professor William Oakes (Purdue University, U.S.)</li> <li>• Professor Daniella Tilbury (Research Chair in Sustainability in Higher Education, UK)</li> </ul>				
<b>General description:</b>	What is the status of sustainable development and UN Sustainable Development Goals (SDGs) in Higher Education and engineering education? How can engineering education accelerate education for the SDGs? What role does student-centred learning, especially PBL, plays in educating for sustainable development? These are example of questions, which will be the point of departure for a conversation around PBL and Sustainability.			
<b>Platform:</b>	Morressier			
<b>Chair:</b>	Associate Professor Aida Guerra			
<b>Co-chair</b>	Professor Thomas Ryberg			
<b>15:00-15:30 Meet the speakers:</b>				
<b>Speaker</b>	Professor William Oakes (Purdue University, U.S.)	Professor Daniella Tilbury (Research Chair in Sustainability in Higher Education, UK)		
<b>Session general description:</b>				
<b>Platform</b>	Zoom	Zoom		
<b>Co-chair</b>	Professor Anette Kolmos	Associate Professor Aida Guerra		
<b>15:30-16:00 Networking session on Students' perspectives and involvement on PBL learning process</b>				
<b>Session general description:</b>	Students will present their experiences with PBL in engineering education.			
<b>Themes:</b>	1st year students experiences and LeadEng projects		Megaprojects: broad interdisciplinary projects	
<b>Co-chair:</b>	Phd Student Henrik Routhé		Phd Student Maiken Winther	
<b>Platform:</b>	Zoom		Zoom	

\*All times are in Central European Summer Time/UTC+2

## August 17:

<b>09:00-09:30</b>		<b>Morning coffee break</b>	
<b>General description:</b>	Coffee breaks are informal, open sessions where participants can encounter, meet or connect with other participants and start the conference day with a cup of coffee.		
<b>Platform:</b>	Wonder, links can be found in Morressier		
<b>9:30 - 10:50</b>		<b>Workshop</b>	
<b>Titel</b>	"Like Being There": Using 360° video in Virtual Reality, Dr. Jacob Davidsen (AAU, Denmark), Prof. Jonte Bernard (Sweden)	Reflecting and learning PBL competences, Dr. Jette E. Holgaard (AAU, Denmark)	Ensuring meaningful quality learning, Professor Khairiyah Yusof (UTM, Malaysia)
<b>Session general description:</b>	The goal of this workshop is to give participants an opportunity to experience the details of Problem Based Learning (PBL) in architectural engineering education using 360° video in Virtual Reality (VR). The workshop is divided into three main activities: introduction to video-based research, a live demonstration of AVA360VR and a discussion of the potentials and challenges of using 360 video in VR for researching PBL.	This workshop introduces a framework to facilitate students' reflection and learning in the development of PBL competences. Based on a short introduction to the framework used at the engineering and science faculties at Aalborg University, we invite participants into sub-groups to reflect on a PBL competence profile from students. After discussing an existing competence profile, you face the challenge of formulating PBL competences of your own. After the workshop, participants will be able to discuss the retrospective reflection process related to students' generation of PBL competences by use of PBL competence profiles.	Meaningful learning allows learners to make connections between what they learn and their life as well as future aspiration, making what they learn applicable and useful. The aim of this interactive workshop is to guide participants to identify effective approaches for quality meaningful learning based on sound principles. Elaborations on various approaches, including PBL, that have been shown to be effective in helping students attain meaningful learning will be articulated to guide participants to design their own classroom implementation. This workshop is designed to have the participants experience some of the meaningful learning activities during the workshop, which can be implemented in physical, blended, or on-line learning. Participants are recommended to use computers to gain most from this workshop.
<b>Platform:</b>	Zoom	Zoom	Zoom
<b>Co-chair</b>	Research assistant Thomas Andersen	Phd Student Maiken Winther	Phd Student Juebei Chen
<b>11:00 - 12:00</b>		<b>Young researchers and PhD projects</b>	
<b>Description of session:</b>	This network session aims for participants to share experiences on what it means to conduct a PhD study in the field of PBL and is intended for current or potential PhD students. During the session, a group of PhD candidates will share experiences from their ongoing PhD research. This will be followed by discussions and dialogues on topics including: What paradigms and methodologies may be relevant to PhD studies in PBL? What may be potentially interesting topics for future PhD studies in PBL? Participants are welcome to initiate questions for discussion during this session. In the session, the organisers will also present opportunities for pursuing a PhD degree in the Aalborg UNESCO Centre for Problem Based Learning.		
<b>Responsible/ facilitator:</b>	Professor Xiangyun Du, Professor Thomas Ryberg		
<b>Platform:</b>	Zoom		
<b>12:00- 12:30</b>		<b>Lunch</b>	
<b>Session general description:</b>	In physical conferences, lunch breaks are ideal moments to network and connect with peers and colleagues. In the IRSPBL 2021, a virtual room will be created for participants to share their lunchtime with their colleagues and peers, providing the opportunity to "catch up" and network with colleagues.		
<b>Platform:</b>	Wonder		
<b>12:30-13:20</b>	<b>Conversations on Future of Engineering</b> <ul style="list-style-type: none"> <li>▪ Professor Amitava 'Babi' Mitra (MIT, U.S.)</li> <li>▪ Professor Fawwaz Habbal (Harvard, U.S.)</li> <li>▪ Professor Jakob Stoustrup (Aalborg University)</li> <li>▪ Consultant in Engineering Education, Ruth Graham</li> </ul>		
<b>Session general description:</b>	Digitalisation, sustainability, complexity, systems, humane interaction – these are some of the challenges popping up when we discuss the future of engineering education. We know that these societal and sustainability challenges require new ways to educate engineers with competences to address complex social problems. We also know that PBL in various implementations has been one of the answers to develop engineering education and, in many countries, it has become a new normal in a part of the curriculum. But where do we go from here? How will the contemporary requirements influence the direction of engineering education? These questions will be addressed in the conversation four experts.		
<b>Platform:</b>	Morressier		
<b>Chair:</b>	Professor Anette Kolmos		
<b>Co-chair</b>	Associate Professor Lykke Bertel		
<b>13:30 - 14:00</b>		<b>Meet the speakers</b>	
<b>Speaker:</b>	Professor Amitava 'Babi' Mitra (MIT, U.S.) and Professor Jakob Stoustrup (Aalborg University)	Professor Fawwaz Habbal (Harvard, U.S.) and Consultant in Engineering Education, Ruth Graham	
<b>Platform:</b>	Zoom room	Zoom room	
<b>Co-chair:</b>	Associate Professor Lykke Bertel	Professor Anette Kolmos	
<b>Closing session</b>			
<b>Platform:</b>	Video available in Morressier		
<b>Description:</b>	Short closing video from the organising group		

\*All times are in Central European Summer Time/UTC+2