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Nota di contenuto	Preliminary Material / Luiz Carlos de Campos , Ely Antonio Tadeu Dirani , Ana Lcia Manrique and Natascha van Hattum-Janssen -- Introduction / Luiz Carlos De Campos , Ely Antonio Tadeu Dirani , Ana Lúcia Manrique and Natascha Van Hattum-Janssen -- Challenges of the Implementation of an Engineering Course in Problem Based Learning / Luiz Carlos De Campos , Ely Antonio Tadeu Dirani and Ana Lúcia Manrique -- The European Project Semester: A Useful Teaching Method in Engineering Education / Arvid Andersen -- PLEE Methodology and Experiences at the University of Twente / Wim Weenk and Maria Van Der Blij -- A Project Management Framework for Planning and Executing Interdisciplinary Learning Projects in Engineering Education / Rui M. Lima , Dinis Carvalho , Rui M. Sousa , Anabela Alves , Francisco Moreira , Diana Mesquita and Sandra Fernandes -- Educational Innovation and Change for PBL / Alex Stojcevski , Xiangyun Du and Tomas Benz -- Design-Based Learning in Mechanical Engineering Education / Sonia M. Gómez Puente , Corinne Jongeneelen and Jacob Perrenet -- The EPS Experience at UPC-Barcelona Tech / Jordi Segalàs -- Portuguese Versions of PBL for Engineering Education at University Level / Júlio Barreiros Martins -- Student Assessment in Project Based Learning / Sandra Fernandes , Maria Assunção Flores and Rui M. Lima -- The Role of Teachers in Projects / Natascha Van Hattum-Janssen.

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.
