

7th International ALE Workshop
4-6 June 2007
INSA Toulouse, France



Programme

Monday 4 June

9.00 – 10.30 **Active Keynote** *Amphi Fourier*

Implementing change
Anette Kolmos & Gérard Lachiver

11.00 – 12.45 Parallel sessions

Hands-on 1 Language in Movement (Proc. p.21) *Amphi Fourier*
S. Baines, J. McNley (max. 25)

Hands-on 2 Applying User-Oriented Techniques to Curriculum Design, part 1: Persona creation (Proc. p.41) *Salle des Thèses*
M. Somerville, B. Linder, O. Eris, J. Geddes, J. Stolk (max 30)

Hands-on 3 Forensic Engineering: A suitable case for investigation? (Proc. p.31) *Salle H & Sécurité*
M. Hush (max 20)

Debate A **Assessment: to sanction or encourage?** *Bib'Insa*
Facilitator: *Pau Bofill* (max. 35)

Anything you say can and will be used against you (Proc. p.113)
P. Bofill

A Set of Assessment Actions Used to Minimize Student Failure (Proc. p.235)
V. Villas-Boas, M. A. Reis Pacheco, A. M. Coulon Grisa

Continuous assessment, pros and cons (or the art to combine summative and formative assessment) (Proc. p.99)
J. Armengol

Responsible evaluation (Proc. p.121)
X. Cahis

Tuesday 5 June

8.45 – 10.30 **Keynote hands-on** *Salle 112 (Bat Amphis)*

Evaluating the performance of students in problem- or project-based learning
Part 2: Debriefing and discussion
Benoît Raucent, Elie Milgrom

11.00 – 12.45 Parallel sessions (4)

Hands-on 7 Reports and report writing: A reflexive start (Proc. p.43) *Salle H & Sécurité*
H. Vos (max 20)

Hands-on 8 Team Building in International Design Projects (Proc. p.39) *Salle des thèses*
G. N. Saunders-Smits, M. van den Bogaard, E. de Graaff (max 30)

Hands-on 9 Finding ways to assess a 100% contextualising course by mixing teachers' and students' perceptions. (Proc. p.29) *Salle Délibérations*
B. Doucet, J-C. Maré (max 20)

Debate C **Active learning to increase motivation?** *Bib'Insa*
Facilitator: *Mark Somerville* (max 35)

The 'Science Café': a motivating approach to real-life scientific issues (Proc. p.189)
C. Pothier, N. Freud, E. Chataignon, M. Dussert, M. Perez

Collaborative learning for any subject, including mathematics and other abstract subjects (Proc. p.193)
C. Rabut, J. Biron, K. Ehrhart, M-A. Marsaly

Patent production as a factor of motivation for innovating
Three learning evidences (Proc. p.213)
N. F. Roffe, N. Takeda, L.R. Salgado-Garza

14.15 – 16.00 Parallel sessions (4)

Hands-on 10 Problem solving in research supervision using critical incidents and role play (Proc. p.27) *Salle H & Sécurité*
M. Christie (max 20)

Hands-on 11 Assessing competences: An essential step in valuating, validating and accrediting prior learning (Proc. p.25) *Salle Délibérations*
P. Bonsema (max 20)

Debate D **Is gender an issue in AL?** *Salle des Thèses*
Facilitator: *Valquiria Villas-Boas* (max 30)

How to take into account the female public with a Serious Game?
J. Alvarez, O. Rampoux, C. Jarnole

Task Orientation: are we doing students a disservice? (Proc. p.227)
M. Somerville, B. Linder, O. Eris

14.15 – 16.00 Parallel sessions (4)

Hands-on 4 Applying User-Oriented Techniques to Curriculum Design, part 2: The fanciful horizon (Proc. p.41) *Salle des Thèses*
M. Somerville, B. Linder, O. Eris, J. Geddes, J. Stolk (max 30)

Hands-on 5 PBL as an educational model applied to physics courses at the Tecnológico de Monterrey, Campus Ciudad de México (Proc. p.37) *Salle Délibérations*
V. Robledo-Rella (max 20)

Hands-on 6 Design your Problem in Mathematics Today! (Proc. p.23) *Salle H & Sécurité*
K. Ben-Naoum, C. Rabut, V. Wertz (max 20)

Debate B **What strategies for active learning?** *Bib'Insa*
Facilitator: *Erik de Graaff* (max 35)

Reverse engineering: what form and what for? Disassembly and reassembly of an automobile engine: an example of reverse engineering. (Proc. p.161)
D. Johnson, B. Herman, B. Raucent

Services learning as an active learning strategy for product design (Proc. p.135)
M. del Carmen Villarreal, N. Takeda Toda

International project based learning in Tallinn University of Technology (Proc. p.203)
A. Reinap, R. Pikner

16.30 – 19.30 **Keynote hands-on** *Salle 112 (Bat Amphis)*

Evaluating the performance of students in problem- or project-based learning
Part 1: Executing and evaluating a (small) project
Benoît Raucent & Elie Milgrom

Debate E **Mixed AL/traditional contexts: what requirements for efficiency?** *Bib'Insa*
Facilitator: *Emmanuel Rodriguez* (max 35)

How do we help students as newcomers to create and develop better communities of practice for learning in a Project based learning environment? (Proc. p.153)
L. P. Jensen

Problem Based Learning as an Instructional Strategy: is this good enough? (Proc. p.179)
H. Noriega F., R. Rios R.

Re-active learning for teachers: using students' experience to move forward (Proc. p.145)
S. Hillion, P. Lamelot, N. Freud

16.00 – 17.00 Poster session

Motivation *Hall Bib'Insa*

PBL and Serious Games (Proc. p.257)

J. Alvarez, J-P. Jessel, G. Méthel

Redesigning drawing courses for engineers (Proc. p.337)

C. F. Rodriguez, O. F. Delgado, H. A. Quintero

Development of management skills using experiential learning and the mediation. An Experience of active learning in the College of Engineering in the National University of Colombia. (Proc. p.303)

A. Herrera Jimenez, F. A. Vargas Cardozo

Case studies

A Case Study in Student-Centered Learning Active Learning Methods and Metacognitive Strategies in an Undergraduate Thermodynamics Class (Proc. p.361)

J. Townsend

Engineering Curriculum and Torrance Tests of Creative Thinking (Proc. p.323)

P. Kuk, M. Pandis

Aerospace Engineering Education at Monterrey Tech (Proc. p.329)

R. A. Ramirez-Mendoza, M. Giacomán-Zarzar, R. Morales-Menéndez

PACE Projects at Tecnológico de Monterrey: An Active Learning Approach (Proc. p.345)

R. Morales-Menéndez, R. Ramírez Mendoza, P. Orta Castañon, H. Elizalde, D. Guerra

An active teaching technique in Automation of control by typical industrial processes

A. Grinko

17.00 – 18.30 **Active Keynote** *Salle 112 (Bat Amphis)*

Gender inclusive engineering education:
A consideration of values
Caroline Baillie

Wednesday 6 June

8.45 – 10.30 Parallel sessions (3)

- Hands-on 12** Role-Playing Game in Engineering Active Learning (Proc. p.35)
M. C. Ramirez Cajiao, M. Duque Escobar, J. T. Hernández
Salle des Thèses (max 30)
- Hands-on 13** Development and Implementation of Effective Instructional Materials for Active Learning in Introductory Engineering Courses (Proc. p.33)
C. H. Kautz
Salle Délibérations (max 20)
- Debate F** **Is AL compatible with reliable assessment?**
Facilitator: *Rafael Gomez*
Bib'Insa (max 35)
- Is there an ideal assessment method to evaluate academic knowledge, team work and interpersonal skills in a PBL process? (Proc. p.105)
A. Barrot, C. Barrot, B. Doucet, W. Karam, E. Rodriguez
- Active learning and assessment of learning results (Proc. p.127)
E. de Graaff
- Assessment of students' design products; a role for architects in practice? (Proc. p.169)
W. Lans
- Does it make sense to look for an objective assessment in PBL? (Proc. p.219)
M. Romá

10.30 – 11.30 Poster session

Active Learning & the students' point of view

A students' viewpoint of Project Based Learning: Outcomes and Experiences from the Symposia organised the Board of European Students of Technology (Proc. p.277)
A. Bursuc, J. Fernandes, A. Garboan, M. Tzedaki

EUREKA Active and integrated learning is important for professional success, so say our alumni! (Proc. p.353)
G. N. Saunders-Smits

Dear new student. A comparison between a frontal and an active approach (Proc. p.269)
P. Bofill, X. Muñoz, J. Curto, P. Moreno, M. Torrellas

Spare the rod and spoil the child (Proc. p.293)
M. Ferreras, A. Audi

Hall Bib'Insa

Interdisciplinary / international collaborative learning

Interdisciplinary practices: mixing mathematic with electronics circuits' theory (Proc. p.263)
N. Arana, M. Zubizarreta, E. Muxika, X. Artetxe

Using problem based learning to round off a scientific Activity (Proc. p.371)
C. Verdu, V. Kaftandjian, S. Hillion, E. Chataignon, M. Dussert

Active Learning in an international context: a case study on vehicle lateral control design (Proc. p.285)
P. Chevrel, R. A. Ramirez-Mendoza, J. Miller-Jones, F. Claveau

A food engineering interdisciplinary interdisciplinary interactive and very active course: Technology of cereals and baking.

A course where students cook collaboratively with the senses (Proc. p.313)
O. Ivo Rochefort, H. Libardi, V. Villas-Boas

The engineer and society

Engineers and their role in public management. An active learning experience for maximizing State's Production (Proc. p.247)
J. Acevedo, R. Barros, N. Realpe, M. C. Ramirez

To have an axe to grind!
E. F. Pedersen

11.30 – 12.00 Active Feedback Session

Amphi Fourier

12.00 – 12.45 Workshop conclusions & ALE 2008

Amphi Fourier

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