Monday 4 June

9.00 – 10.30 Active Keynote

Implementing change

Amphi Fourier

Annette Kolmos & Gérard Lachiver

11.00 – 12.45 Parallel sessions

Hands-on 1 Language in Movement (Proc. p.21)  
Salle des Thèses (max 30)

Salle des Thèses (max 30)
M. Somerville, B. Linder, O. Eris, J. Geddes, J. Stolk

Hands-on 3 Forensic Engineering: A suitable case for investigation? (Proc. p.33)  
Salle H & Sécurité (max 20)
M. Heuk

Debate A Assessment: to sanction or encourage?  
Facilitator: Pau Bofill  
Bib’Insa (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. Villan-Boas, M. A. Reis Pacheco, J. M. Coulon Grisar
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

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 (max 30)
M. Somerville, B. Linder, O. Eris, J. Geddes, J. Stolk

Hands-on 5 PBL as an educational model applied to physics courses  
Salle Délibérations at the Tecnologico de Monterrey, Campus Ciudad de Mexico (max 26)  
V. Robledo-Rella

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

Debate B What strategies for active learning?  
Facilitator: Erik de Graaf  
Bib’Insa (max 35)
D. Johnson, B. Hartman, 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.201)  
A. Reinig, B. Pâker

Tuesday 5 June

8.45 – 10.00 Keynote hands-on  
Salle 112 (Bat Amphis)

Evaluating the performance of students in problem-or project-based learning  
Part 1: Deliberating 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 (max 20)

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

Hands-on 9 Finding ways to assess a 100% contextualising course  
Salle Délibérations (max 20)
B. Donnet, J.C. Maré

Debate C Active learning to increase motivation?  
Facilitator: Mark Somerville  
Bib’Insa (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.Bahat, J. Bisson, E. Elhartz, M.A. Marasly
Patent production as a factor of motivation for innovating (Proc. p.213)  
N. F. Roffe, N. Takeda, I.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 (max 20)
M. Chrestia

Salle Délibérations (max 20)
P. Banussa

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

How to take into account the female public with a Serious Game?  
J. Alvarez, O. Rampaou, C. Jarreol
Task-Orientiation: are we doing students a disservice? (Proc. p.227)  
M. Somerville, B. Linder, O. Eris

16.30 – 18.30 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 context: what requirements for efficiency?  
Bib’Insa (max 35)
Facilitator: Emmanuel Rodriguez

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. F. 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. H illusion, P. Lamelot, N. Freaud

16.00 – 17.00 Poster session  
Hall Bib’Insa

Motivation

PBL and Serious Games (Proc. p.257)  
J. Alvarez, J.P. Javel, G. Mikel

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)

Case studies

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

Engineering Curriculum and Torrance Tests of Creative Thinking (Proc. p.323)  
P. Kashi, M. Pandii

Aerospace Engineering Education at Monterrey Tech (Proc. p.329)  
R. A. Ramirez-Mendoza, M. Giacomini-Zarrar, R. Morales-Mendez

PACE Projects at Tecnologico de Monterrey: An Active Learning Approach (Proc. p.345)  
R. Morales-Mendez, R. Ramirez Mendoza, P. Orta Castaillan, H. Elizalde, D. Guerra

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

17.00 – 18.30 Active Keynote

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
Salle des Thèses (max 30)
M. C. Ramírez Cajiao, M. Duque Escobar, J. T. Hernández

Hands-on 13
Development and Implementation of Effective Instructional Materials for Active Learning in Introductory Engineering Courses
Salle Délibérations (max 20)
C. H. Kautz

Debate F
Is AL compatible with reliable assessment?
Bib’Insa (max 15)
Facilitator: Rafael Gómez

10.30 – 11.30 Poster session

Active Learning & the students’ point of view
Hall Bib’Insa
A student’s viewpoint of Project Based Learning:
Outcomes and Experiences from the Symposia organised the Board of European Students of Technology. (Proc. p.277)
A. Barrot, C. Fernandes, A. Garboan, M. Tzedaki

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

Dear new student. A comparison between a frontal and an active approach. (Proc. p.269)

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

11.30 – 12.00 Active Feedback Session

12.00 – 12.45 Workshop conclusions & ALE 2008

Interdisciplinary / international collaborative learning

Interdisciplinary practices: mixing mathematics 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. Dessert

Active Learning in an international context: a case study on vehicle lateral control design (Proc. p.283)
P. Chevrel, R. A. Ramírez-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, B. Barros, N. Realpe, M. C. Ramírez

To have an axe to grind! (Proc. p.263)
E. F. Pedersen

organized jointly by

With the support of