

**Section I**  
**Special Issue**  
**The Learner in Engineering Education**

**Guest Editors**

**Nestor Arana Arexolaleiba—Mondragon University, Spain**

**Aida Guerra—Aalborg University, Denmark**

**Anette Kolmos—Aalborg University, Denmark**

**Erik de Graaff—Aalborg University, Denmark**

**Rui M. Lima—University of Minho, Portugal**

<b>Ahmad Ibrahim</b>	939	Editorial
<b>Nestor Arana-Arexolaleiba, Aida Guerra, Anette Kolmos, Erik de Graaff and Rui Lima</b>	940–941	Guest Editorial I
<b>Feng-Kuang Chiang</b>	942–943	Guest Editorial II
<b>Evangelia Triantafyllou, Olga Timcenko and Morten Misfeldt</b>	944–955	Mathematics Learning by Programming in a Game Engine: Development of Knowledge and Student Motivation
<b>Ole Ravn and Lars Bo Henriksen</b>	956–962	Engineering Mathematics in Context—Learning University Mathematics Through Problem Based Learning
<b>Liliana Fernández-Samacá, José M. Ramírez Scarpetta, Oscar O. Rodríguez and Edinson Franco Mejía</b>	963–973	PBL Model for Single Courses of Control Education
<b>Wan Hamiza Wan Muhd Zin, Anthony Williams and William Sher</b>	974–983	Introducing PBL in Engineering Education: Challenges Lecturers and Students Confront
<b>Javier García-Martín and Jorge E. Pérez-Martínez</b>	984–999	Method to Guide the Design of Project Based Learning Activities Based on Educational Theories
<b>Carlos Efrén Mora, Beatriz Añorbe-Díaz, Antonio M. González-Marrero, Jorge Martín-Gutiérrez and Brett D. Jones</b>	1000–1017	Motivational Factors to Consider when Introducing Problem-Based Learning in Engineering Education Courses
<b>Ronald Ulseth and Bart Johnson</b>	1018–1030	Self-Directed Learning Development in PBL Engineering Students
<b>B. Johnson and R. Ulseth</b>	1031–1047	Student Experience for the Development of Professional Competencies in a Project-Based Learning Curriculum
<b>José Dinis-Carvalho and Sandra Fernandes</b>	1048–1059	Applying Lean Concepts to Teaching and Learning in Higher Education: Findings from a Pilot Study
<b>André Seixas De Novais, Messias Borges Silva and Jorge Muniz Jr.</b>	1060–1069	Strengths, Limitations and Challenges in the Implementation of Active Learning in an Undergraduate Course of Logistics Technology
<b>Jette Egelund Holgaard, Aida Guerra, Anette Kolmos and Lone Stub Petersen</b>	1070–1085	Getting a Hold on the Problem in a Problem-Based Learning Environment
<b>Jens Myrup Pedersen, José Manuel Gutierrez Lopez, Marite Kirikova, Łukasz Zabłudowski and Jaume Comellas</b>	1086–1097	Motivations and Outcomes: A study of an Intensive International Course

**Section II**

**Special Issue**

**Selected papers from STEM 2016 Conference, Beijing, China**

**Guest Editor**

**Feng-Kuang Chiang—Beijing Normal University, Beijing, China**

<b>Feng-Kuang Chiang, Shizhe Diao, Haotian Ma and Yujun Wang</b>	1098–1103	Effects of Hands-on Inquiry-Based Learning Using LEGO <sup>®</sup> Materials on the Learning of Eighth-Grade Physics Students
<b>Tantan Dong, Yingying Zhang and Feng-Kuang Chiang</b>	1104–1109	The Study of Teaching Mode in Building Blocks Based on K'NEX
<b>Selline Ooko, Festus K. Beru, Samson M. Nashon, David Anderson and Elizabeth Namazzi</b>	1110–1116	Contextualized Science Teaching and Student Performance: The Case of a Kenyan Girls Science Class
<b>Yang Dan, Xiaolin Zhang and Luyao Wang</b>	1117–1123	The Teaching Case Design of STEM Based on the Environment of Combining Museum and School—Water Resources Project

**Pratim Sengupta and Marie-  
Claire Shanahan**

1124–1134 Boundary Play and Pivots in Public Computation: New Directions in  
STEM Education

1135 Guide for Authors