Special Issue
Active Learning Experiences in Engineering Education

Guest Editors
Francisco José Garcia-Peñalvo—University of Salamanca, Spain
Hugo Alarcón—Universidad Técnica Federico Santa María, Chile
Angeles Domínguez—Tecnologico de Monterrey, Mexico

Francisco José García-Peñalvo, Hugo Alarcón and Angeles Domínguez 305–309 Guest Editorial
Jingxiao Zhang, Haiyan Xie and Hui Li 310–322 Project Based Learning with Implementation Planning for Student Engagement in BIM Classes
Lisa Bosman, Kelli Chelberg and Nathalie Duval-Couetil 323–332 Using Photovoice to Enhance Mentoring for Underrepresented Pre-Engineering Students
Bernard G. David and Jill A. Marshall 345–359 Epistemological Tension in Project-Based Learning: Fabricated and Propagated Knowledge Through Practical and Formal Lenses
José Ferrándiz, Fernando Del Ama Gonzalo, Monica Sanchez-Sepulveda and David Fonseca 360–371 Introducing a New ICT Tool in an Active Learning Environment Course: Performance Consequences Depending on the Introduction Design
Carlos Alario-Horos, Iria Estévez-Ayres, Carlos Delgado Kloos, Pedro J. Muñoz-Merino, Enrique Llorente-Pérez and Julio Villena-Román 385–396 Redesigning a Freshman Engineering Course to Promote Active Learning by Flipping the Classroom through the Reuse of MOOCs
Ángel Fidalgo-Blanco, María Luisa Sein-Echaluce and Francisco J. García-Peñalvo 397–408 Enhancing the Main Characteristics of Active Methodologies: A Case with Micro Flip Teaching and Teamwork
Juanan Pereira 409–416 Motivating Users to Online Participation. A Practice-Based Comparison Between Moodle Forums and Telegram Groups
Josep Llorca, Ernest Redondo and Michael Vorländer 417–423 Learning Room Acoustics by Design: A Project-Based Experience
Angeles Domínguez, Maria Elena Truyol and Genaro Zavala 424–433 Professional Development Program to Promote Active Learning in an Engineering Classroom
434 Guide for Authors