Title of Workshop or Hands-on Session in English

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**Abstract**

This document should be used as a template for the workshops or hands-on sessions proposed to PAEE/ALE’2022. It provides the intended general structure and format, as well as other relevant information. Please read the template contents carefully and follow the instructions. In order to preserve the styles and other formatting elements, copy your text into this template. This type of session should be proposed in English. The abstract should not exceed 300 words, followed by two to four keywords. The workshop or hands-on sessions proposals are expected to have three pages maximum.

**Keywords:** Active Learning; Engineering Education; Conference Information; Project Approaches.

# Introduction

The International Conference in Active Learning in Engineering Education, joins together the International Symposium on Project Approaches in Engineering Education (PAEE'2022) and the Active Learning in Engineering Education Workshop (ALE'2022). The PAEE/ALE’2022 is expected to take place at the University of Alicante (https://web.ua.es/en/about-the-ua.html), Alicante, Spain (Figure 1). More information can be found at the conference website:  [http://www.huro.ua.es/paeeale2022](http://paeeale2021.dps.uminho.pt/). This document is to be used as a template for the submissions of proposals of workshop or hands-on sessions.



Figure 1. Image of the campus of University of Alicante.

In the first section, it is expected that the authors explain the motivations for this workshop or hands-on session, the main expected results and what it is based on. Have you experimented active learning methods at your institution? Have you carried out an innovative research project? Have you developed new models or theories? Explain what your workshop or hands-on session is about and where it comes from. It would be great if you can relate it directly to one of the Conference themes:

* Experiences on Active Learning and PBL in engineering education
* Innovative experiences in engineering education
* Ethics and sustainability in engineering education
* Evaluating PBL and Active Learning
* Development and assessment of competences
* Diversity and inclusion in engineering education
* Attracting women and/or young people to engineering
* Teacher and tutor roles in PBL and Active Learning
* Inclusion of emotions in engineering education
* Teacher professional development in non-technical topics (pedagogy, ethics, sustainability, gender,...)
* Research on Active Learning and PBL
* Assessment in Active Learning and PBL
* Active Learning and ICT support
* Educational challenges during crisis
* Basic sciences in engineering education
* Curriculum design
* Project management in engineering education
* Student engagement in learning
* Workspaces for Active Learning

# Activities

This type of submission is expected to have sections that indicate what kind of activities the participants will be involved in. The event aims at very active involvement in workshops or hands-on sessions and would like to provide the participants with a short preview of the kind of activities they can expect from this session. Additionally, this type of submission could describe the type of resources used during the session and the organization planned for the participants.

Provide information on concepts that are important and sustain with relevant literature. Some examples of workshops given in PAEE\_ALE past conferences are: Dinis-Carvalho & Fernandes (2018); Filho & Lima (2018); Sousa & Alves (2018); Alves (2019); Mesquita (2019) and Villas-Boas (2019). References should use the format shown below.

# Expected results

This submission should make clear what the participants will achieve and/or deliver at the end of the workshop or hands-on session. This is not necessarily a concrete product, but could also be the outcomes of a discussion.

# Instructions for Authors

Workshop or hands-on session proposals submitted to the event must be in accordance with this document, which should be used as a template by the authors. These submissions are required to have a maximum of three pages, in accordance with the following general rules:

* Document file must be in Microsoft Word format applying the styles used in this template.
* Page layout in A4 size with one column text format.
* Entire document written using “Segoe UI” text font.
* Left and right margins of 2 cm; top and bottom margins of 2.5 cm.
* Word style “Normal”: Body text with “Segoe UI” text font size 10, single line spacing, justified, spacing after paragraph 6 pts.
* Word style “Head\_Title”: Title using “Segoe UI” text font, bold, size 16, left aligned.
* Word style “Authors”: Author information with “Segoe UI Light” text font, bold, size 10, left aligned.
* Word styles “affiliation” and “email”: Affiliation and email addresses with “Segoe UI” text font, size 8, left aligned.
* Word style “Heading 1”: First level section titles with “Segoe UI” text font, bold, size 14, distance before paragraph of 24 pts and hanging indent of 0.76 pts.
* Word style “Heading 2”: Second level section titles with “Segoe UI” text font, bold, size 12, distance before paragraph of 10 pts and hanging indent of 1.02 pts.
* Word style “Heading 3”: Third level section titles with “Segoe UI” text font, bold, size 10, distance before paragraph of 10 pts and hanging indent of 1.27 pts.
* Don’t use section titles of level 4 and more.
* Do not use footnotes.
* Figure and table captions with “Segoe UI” text font, size 9. Figures and Tables are left aligned.
* References use APA style:
	+ Cross reference has “author (year)” or (author, year).
	+ Reference list sorted by last name.

Please follow the standards above to format your document, including word styles. **Copy your text into this template, in order to comply with the standards**.

# References

Alves, A. C. (2019). Competencies driven by Lean Education: System-thinking, sustainability and ethics. International Conference on Active Learning in Engineering Education (PAEE\_ALE2019), 9, 710–713.

Dinis-Carvalho, J. & Fernandes, S. (2018). How to apply SCRUM in PBL teams. International Conference on Active Learning in Engineering Education (PAEE\_ALE2018), 45–46.

Filho, J. C. R., & Lima, R. M. (2018). Agile project management approach for engineering education: eduScrumTM workshop. International Conference on Active Learning in Engineering Education (PAEE\_ALE2018), 29–31.

Mesquita, D. (2019). What I hope students will remember from my course in ten years? International Conference on Active Learning in Engineering Education (PAEE\_ALE2019), 708–709.

Sousa, R. M., & Alves, A. C. (2018). Hands-on training on reduction of setup times (SMED). International Conference on Active Learning in Engineering Education (PAEE\_ALE2018), 8, 26–28.

Villas-Boas, V. (2019). The “Empty Square” Activity. International Conference on Active Learning in Engineering Education (PAEE\_ALE2019), 717–718.