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With the rapid globalization of higher education as well as related changes in social, political, economic, and other conditions over the last 25 years there have been ever increasing expectations for higher education, in general, and Engineering Education, in particular. These expectations are often expressed in terms of the need for Quality Assurance locally, regionally, and globally. In some cases, there is a long tradition of independence and self-regulation of higher education institutions and programs. In other contexts, there has been considerable governmental regulation and disciplinary direction over time. The authors in this volume represent essentially all continents and 15 different countries. The common issues that they raise and their accounts of past, present, and future challenges provide a snapshot of the current state of Quality Assurance in higher education and Engineering Education. This volume begins with an overview of the history and background of Quality Assurance in higher education and Engineering Education over the last century. The discussion of the historical, philosophical, political, and social background of Quality Assurance sets the stage for the other chapters. Following this broad brush stroke

introduction, in the next part of the book, authors describe the general issues and challenges facing Quality Assurance in the twenty-first century from both regional and national perspectives. These authors have extensive experience in the area of Quality Assurance and have observed its growth and develop first hand over many years.

The Interdisciplinary Future of Engineering Education discusses the current state of engineering education and addresses the daily challenges of those working in this sector. The topics of how to do a better job of teaching a specific audience, how to facilitate learning and how to prepare students for their future careers are extensively covered, and innovative solutions are proposed throughout. This unique book brings together a breadth of expertise, attested by the broad backgrounds of the experts and educational practitioners contributing to this volume, to lay the foundations for the future direction with the improvement of education of engineers in mind. This collaborative effort by a group of uniquely placed educational practitioners provides guidance on the status of current engineering education and lays the foundations for its future direction. The reasons ' why we teach ' , ' what we teach ' , ' how we teach ' , ' when we teach ' , ' where we teach ' and ' who teaches ' are all re-examined in a new light and ideas and solutions are proposed and evidentially supported. The book sets out ideas for the need to develop a systemic and interdisciplinary approach to the education of future engineers on a model of student-based learning. This book will be of great interest to academics and educational researchers in the fields of engineering education and higher education. It will also appeal to higher education policymakers, educators, and university teachers.

Engineering education methods and standards are important features of engineering programs that should be carefully designed both to provide students and stakeholders with valuable, active, integrated learning experiences, and to provide a vehicle for assessing program outcomes. With the driving force of the globalization of the engineering profession, standards should be developed for mutual recognition of engineering education across the world, but it is proving difficult to achieve. The Handbook of Research on Engineering Education in a Global Context provides innovative insights into the importance of quality training and preparation for engineering students. It explores the common and current problems encountered in areas such as quality and standards, management information systems, innovation and enhanced learning technologies in education, as well as the challenges of employability, entrepreneurship, and diversity. This publication is vital reference source for science and engineering educators, engineering professionals, and educational administrators interested in topics centered on the education of students in the field of engineering.

The focus of this Special Issue is aimed at enhancing the discussion of Engineering Education, particularly related to technological and professional learning. In the 21st century, students face a challenging demand: they are expected to have the best scientific expertise, but also highly developed social skills and qualities like teamwork, creativity, communication, or leadership. Even though students and teachers are becoming more aware of this necessity, there is still a gap between academic life and the professional world. In this Special Edition Book, the reader can find works tackling interesting topics such as educational resources addressing students ' development of competencies, the importance of final year projects linked to professional environments, and multicultural or interdisciplinary challenges.

These conference proceedings showcase a rich and practical exchange of approaches and vital evidence-based practices taking place around the world. They clarify the complex challenges involved in bringing about a holistic educational environment in schools and institutes of higher learning that fosters greater understanding and offer valuable insights on how to avoid the pitfalls that come with rolling out holistic approaches to education. To do so, the proceedings focus on the subthemes Support and Development, Mobility and Diversity and Networking and Collaboration in Holistic Education.

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