

# THE 20<sup>TH</sup> INTERNATIONAL CDIO CONFERENCE, TUNISIA

## Proceeding - Full Papers

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Mark Nivan Singh, Reidar Lyng, Nicoleta Maynard, Johan Malmqvist, Fredrik Byström (eds.)





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# Editorial

The CDIO Initiative is an approach to designing innovative educational frameworks, aiming for educations that support students in developing the necessary professional skills required of a practicing engineer while simultaneously acquiring strong technical fundamentals. This is done by providing students with dual-impact learning experiences that are based upon the lifecycle of an engineering project, the Conceiving-Designing-Implementing-Operating (CDIO) of real-world products, processes, and systems. Throughout the world, over 200 institutions have adopted CDIO as the framework for curriculum development.

CDIO collaborators recognize that engineering education is acquired through programs of varying lengths and stages in a variety of institutions and that educators in all parts of this spectrum can learn from practice elsewhere. Several times each year, CDIO collaborating institutions, engineering educators and researchers gather to exchange ideas and experiences, review developments, assess and further refine the CDIO approach.

The Annual International Conference is the key event for the CDIO community where CDIO practitioners from all over the world come together, share knowledge and promote the advancement of the practice of the CDIO Initiative for producing the next generation of engineers. It includes presentations of papers as well as specialized seminars, workshops, roundtables, events, and activities.

The 20<sup>th</sup> CDIO International Conference took place in Tunis, Tunisia, June 10-13, 2024, hosted by Ecole Supérieure Privée d'Ingénierie et de Technologies (ESPRIT).

The main theme of the conference was **“Engineering education in the era of AI”**. The theme is present in the keynote presentations, paper presentations, roundtables, workshops, working group sessions, and the panel debate on the final day of the conference. The program covered many aspects of engineering education, such as AI driven learning approaches, sustainability, active and adaptive learning, lifelong learning and change leadership. Specific topics covered include curriculum agility, emotion and reason in engineering education, digital transformations and of course reports on implementation of the CDIO Standards and the CDIO Syllabus.

The conference featured three types of contributions: Full Papers, Project in Progress contributions, and Extended Abstracts for Activities. All contributions have undergone a full single-blind peer-review process to meet high scholarly standards. The Full Papers are papers assessed to be of archival quality and thus published in these proceedings. They fall into three tracks: Advances in CDIO, CDIO Implementation, and Engineering Education Research. The Projects in Progress contributions describe current activities and initial developments that have not yet reached completion at the time of writing. The Extended Abstracts summarize the Roundtable Discussions, Workshops and Working groups held at the event.

Initially, 206 abstracts were submitted to the conference. The authors of the accepted Full Paper and Projects in Progress abstracts submitted 161 manuscripts to the peer review process. During the review, 313 review reports were filed by 98 members of the 2024 International Program Committee. Acceptance decisions were made based on these reviews. The reviewers' constructive remarks served as valuable support to the authors of the accepted full papers when they prepared the final versions of their contributions. We want to address our warmest thanks to those who participated in the rigorous review process.

A total of 61 educational institutions from 30 countries, representing 6 continents, were present during the conference. The total number of registered participants at the conference was 194.

This publication, which is available as an electronic publication only, contains the 62 accepted Full Papers that were presented at the conference, of which 1 is in the Track Advances in CDIO; 51 are in CDIO Implementation; and 10 are in Engineering Education Research. These papers have been written by 297 different authors with submitting authors from 24 different countries. Additionally, 36 CDIO Project in Progress contributions were presented at the conference but are not included in this publication. Also, a total of 26 collaborative contributions for activities in 11 Workshops, 11 Roundtable Discussions and 4 Working Groups took place, as well as a range of social events.

Note that the Proceedings of the International CDIO Conference Proceedings is SCOPUS Indexed.

We hope that you find these contributions valuable in developing your own research, curriculum development, and teaching practice, ultimately furthering the engineering profession. We also hope that you benefit through the truly unique community of practice that exists within the CDIO Initiative.

The CDIO 2024 Program Committee wishes all of you a wonderful CDIO experience!

Tunis, June 10, 2024.

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# Contents

<b>I</b>	<b>Advances in CDIO .....</b>	<b>1</b>
	207: Current And Future Value Of Being In CDIO – CDIO Community Ideas by Juha Kontio and Helene Leong .....	2
<b>II</b>	<b>CDIO Implementation.....</b>	<b>13</b>
	107: Pedagogy For Learning From Failure Using CDIO Framework: Marine Engineering Pilot Run by Sin-Moh Cheah, David Tay and Hong-Lin Liew .....	14
	110: Dynamic Integration Of Sustainability And Climate Change In Engineering Curricula Via CDIO by Jean H. El Achkar and Mortadha Alsaba.....	33
	113: Challenge-Based Learning: Identifying Extracurricular Student Teams' Disciplinary Learning Gains by Eugenio Bravo, Isabelle Reymen, Dury Bayram and Jan van der Veen .....	45
	121: First-Year Engineering Students At Reykjavik University: Relation Between Class Attendance And Final Exam Grade by Maria Gudjonsdottir .....	57
	123: Factors That May Impact Curriculum Design In Higher Education In A VUCA World by Haraldur Audunsson, Asrun Matthiasdottir, Arlinta Barus, Siegfried Rouvrais, Roger Waldeck and Cecile Gerwel Proches.....	65
	124: Investigation Of Student Perspectives On Curriculum Needs For Autonomous Shipping by Anastasia Tsvetkova, Andrei-Raoul Morariu, Magnus Hellström, Victor Bolbot and Seppo Virtanen.....	75
	126: Potential Practices For Establishing Curriculum Agility Through Industrial Engagement by Reidar Lyng and Anne Nortcliffe .....	90
	129: Serious Game For CDIO Discovering by Jean-Yves Dantan, Saïda Mraïhi and Nina Lepannetier .....	99
	133: CDIO Methodologies In First-Year Projects Of Mechanical, Chemical, And Food Bioprocesses Engineering by Albert Fabregat-Sanjuan, Alba Mayolas, Francisco Huera-Huarte, Ricard Garcia, Montse Ferrando, Xavier Farriol, Manel Vallès and Ioanis Katakis .....	109
	134: CDIO-Infused Service Learning: Manufacturing Projects For Societal Impact Through Collaborative Projects by Albert Fabregat Sanjuan, Alba Mayolas, Francisco Huera-Huarte, Francesc Ferrando, Victòria Ismael Biosca, Oriol Balsells, Daniel Bertolin and .....	125
	136: Transforming Engineering Learning Towards Sustainable Development by Manel Medhioub and Mohamed Ali Bouakline.....	138
	138: A Data-Driven Flipped Learning Model For Enhanced Student Outcomes by Manel Takrouni, Wissal Neji and Nabil Jguirim.....	149
	139: Enhancing Engineering Education Through Integrated Projects And Project Fair: A CDIO Framework Perspective by Manel Medhioub, Soumaya Argoubi and Lamjed Bettaieb .....	161
	140: Cultivation Of Professional Electroacoustic Talent Using CDIO Innovative Teaching Methods by Y.C.Liu, Shu-Chien Wu , Tzu-Hsuan Lei , Kuang-Che Lo and Po-Chun Ting .....	173

142: Teaching Reform And Practice Of Single-Chip Microcomputer Course Based On CDIO Model by Jianshu Cao .....	184
144: Implementing CDIO Standards Through Challenge-Based Learning: A Case Study In AI Engineering Education by Mourad Zéraï and Sonia Mosbeh .....	195
145: Cultivating Lifelong Learning In AI Engineering: An Experiential Approach Through The 'Article Review' Module by Salma Aidli, Khalil Sridi and Mourad Zeraï .....	206
151: Implementing AI-Driven Tools In UX Design Course In Engineering And Business Education by Faten Tebourbia, Meriem Chichtib and Idriss Mahjoubic .....	216
153: Chemical Engineering Curriculum Redesign For Integrating UN SDGs Using CDIO by Ai Ye Oh, Yunyi Wong, Katerina Yang and Sin-Moh Cheah .....	231
156: Research And Practice Of The Project-Driven Linear Algebra Practice Teaching Model by Jianwei Du, Shuxia Wang, Qinxian Shi and Xinhong Liu .....	244
157: Ethics, AI, And Society: Shaping Responsible AI Engineers With CDIO Framework by Nadia Ajailia, Mourad Zerai, Nehla Debbabi, Ashraf Damergi and Mabrouka Dchicha ...	253
163: AR/VR Experiences To Support And Enhance Pilot Plant Activities by Joanne Tanner and Lokukankanange Peiris .....	263
172: Enhancing Conceive-Design Competencies In Part-Time Engineering Education: ESPRIT's Approach To CDIO by Sifi Sami and Mourad Zérai .....	273
177: Implementation Of CDIO Skills Into The Mechatronics And Robotics Major by Gurbanmyrat Mezilov, Ulugbek Jummanov, Mekan Saipov, Shemshat Atayeva, Mekan Allyyev, Batyr Atdayev and Yslam Orazov .....	282
185: Reducing Absenteeism In The Classroom: Two Case Examples by Sandra Bermejo, Ramon Bragós, Eva Vidal and Alba Pagès-Zamora .....	293
191: Design Thinking And Project-Based Learning Implementation Through Competency-Based Model And Criterion-Referenced Assessment by Soumaya Argoubi, Rihab Chaari, Yosra Fraiji and Salma Hajjem .....	304
192: Flipped Assessment In Engineering Mathematics by Marika Toivola .....	315
196: Sustainable Minds: A Learning Experience Enhancing Sustainability Awareness Through A Challenge-Based Approach by Soumaya Argoubi and Nawress Rafrafi.....	326
198: From Students' Evaluation Of AI Teaching To Teachers' Skills Enhancement by Hajer Berhouma and Yosr Ghozzi.....	337
201: Project Based Assessment In The Era Of Generative AI- Challenges And Opportunities by Naouel Boughattas, Wissal Neji and Faten Ziadi .....	347
203: A Data-Driven Approach To Flipped Learning For Differentiated Instruction In Electronic Engineering by Mark Wan, Lim Joo Ghee, Tan Hua Joo and Chong Siew Kee .....	357
204: Institutional Teamwork Skills Development And Measurement At Singapore Polytechnic by Suat Hoon Pee and Yoke Peng Lam .....	370
205: Building An Engineer'learner Curriculum In The Lifelong Learning Context – PLE And AI Support by Belhassen Guettat and Syrine Karoui.....	381
213: Competencies-Based Learning Model Development For A Cyber-Physical Systems Implementation by Yosr Ghozzi, Asma Karoui, Mehdi Hadj Sassi and Sabrine Bagga ...	396

214: CDIO Implementation For ESPRIT University Students During Integration Week by Sinda Bel Haj Daoud and Hiba Maalaoui.....	407
221: Motion Control And Coordination Platform For Mobile Robots by Mohamed Kolsi and Yosr Ghazzi.....	418
222: Embracing Failure In Engineering Education:A Comparative Study Of Design Thinking Approaches by Thijs Willems, Qian Huang, Ameek Kaur and King Wang Poon .....	429
229: ChatGPT As A Co-Pilot For Assessment Design Refinement: An Exploratory Study by Faouzi Kamoun, Aymen Ben Brik, Ibtihel Rebhi, Salsabil Besbes, Heni Abidi, Asma Baghdadadi and Rym Ammar.....	444
230: A Unified Didactic Foundation For Aarhus University's Tech Faculty: Experiences And Impact by Jens Bennedsen and Geir Egil Dahle Øien .....	458
232: Philosophy Of Engineering: A Motivation Course For Freshmen Engineering Students by Vairavel Gurusamy and Rajeev Sukumaran .....	472
233: An International University Perspective On Barriers And Enablers For Lifelong Learning In Engineering by Jens Bennedsen, Geir Egil Dahle Øien, Edwin Foo, Eunice Goh, Janne Roslöf, Sin Moh Cheah and Hans Gelten .....	481
263: Engineering Education In The Era Of Global Responsibility by Mourad Zerai and Nadia Ajailia.....	495
269: Artificial Intelligence In Electromechanical Engineering: The ESPRIT Model by Mohamed Hedi Riahi and Nadia Ajailia.....	506
279: The Development Of A Self-Paced Online Course On Sustainable Development For Engineers by Joseph Camm, Tony Topping and Sophie Davis.....	517
282: CDIO-Based Approach: Integrated Learning Experience In Time Series Module by Nehla Debbabi and Mabrouka Dchicha .....	528
287: Quantum Learning: Insights From Case Study In AI Engineering Education by Firas Benromdhane, Nardine Hanfi, Safouene Jebali and Mourad Zeraï .....	538
302: Study Of Students' Self-Directed Learning Competencies At Singapore Polytechnic by Helene Leong, Mei Yee Chan, Gavin Bryan Lee, Kian Chee Loh and Chong Siew Kee .	548
306: Active Learning In Civil Engineering: Soil-Mechanics And Steelwork Design As Case Studies by Afif Beji, Mariem Zoghlemi and Kais Ben Abdallah.....	559
307: Sustainability In Civil Engineering Education by Taheni Kallel, Safa Mhadhbi and Meriem Souibgui .....	570
309: Evaluate The Entrepreneurial Capacities Of School Of Engineer: Case Study ESPRIT by Mariem Zoghlemi .....	580
312: The ENCORE Project: Supporting Educational Design With Natural Language Processing by Filippo Chiarello, Massimo Panarotto and Johan Malmqvist.....	597

### **III Engineering Education Research ..... 607**

116: Experiences With Self-Mapping Curriculum Agility by Suzanne Brink, Sonia M. Gomez Puente, Remon Rooij, Kristel Aalbers, Carl Johan Carlsson, Mikael Enelund and Liisa Lehtinen .....	608
117: Boosting Performance With AI-Powered Adaptive Learning by Cheng Sheau Chin and Kong Wai Ming.....	620

119: Immersive Digital Twins Of An Industrial Forge Engineering Education by Sylvain Fleury, Cyrille Baudouin and Pierre Bondesan .....	631
122: Implementing AI Ethics Education: Engineering Competencies For Sustainable Societal Impact by Sarah Gail Moreno, Marie Decker and Carmen Leicht-Scholten .....	643
150: Leveraging AI For Equitable Learning: Insights From Academics In Engineering by Callum Kimpton, Nicoleta Maynard and Lila Azouz.....	661
182: Distinctly Human - Students' Perception Of Transversal Skills In Engineering Curriculum by Joelyn de Lima, Siara Isaac and Jessica Dehler Zufferey .....	675
209: Utilization Of The Design Process For Development Of A New Program Curriculum by Matilda Dahlström, Amanda Lenntun, Andreas Dagman and Erik Hulthén .....	686
217: Mastery Learning In Introductory Programming: Running A Project Alongside A Test Ladder by Guttorm Sindre and Gabrielle Hansen .....	698
219: Exploring AI-Driven Programming Exercise Generation by Juuso Ryttilahti, Oshani Weerakoon and Erkki Kaila .....	708
246: Student Perceptions Of Ethics And Usefulness Of AI Tools For Design Engineering by Andreas Dagman and Karl Fine De Licht.....	717