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Guest Editorial

The UNESCO International Centre for Engineering Education (UICEE), with its Main Headquarters in Melbourne, has now established its European Headquarters (UICEE-EHQ) along with the UICEE Centre for Problem-Based Learning (UCPBL), a satellite centre of the UICEE. Both the UICEE-EHQ and UCPBL have been established in the Faculty of Engineering and Science at Aalborg University, Denmark.

This special edition of the *Global Journal of Engineering Education* presents different facets of engineering education, and it attempts to profile engineering education in Denmark in order to celebrate the establishment of these two enterprises.

Denmark is a small country with a high emphasis on engineering education, as well as a long tradition of engineering activities abroad. Danish engineering standards are internationally recognised and well accepted. Being a small country, internationalisation is very important for Denmark and several papers in this Special Issue endeavour to address this topic. Furthermore, internationalisation is tackled from the viewpoint of a multinational company with a focus on some very important cultural aspects.

Many educational institutions in Denmark tend to conduct part of their programmes in English in order to attract foreign students; this can be seen in the example from the Engineering College in Aarhus. Other examples include the Engineering College in Copenhagen, which has several years experience in offering a full BScEE programme conducted in English. Moreover, several MSc programmes are also offered in English at Aalborg University, and experiences from these activities are also presented and discussed in this issue.

Although Aalborg University is a relatively young university, it has already built a strong reputation on its performance in engineering education, utilising Problem-Based Learning (PBL) as a pedagogical concept. The Engineering College in Odense has also adapted this educational method. This has provided the background for establishing the UCPBL at Aalborg University, and this concept is elaborated on elsewhere in this edition.

It is envisaged that the UCPBL will publish more material focusing on aspects of PBL tuition in the near future. For several years now, the Danish Ministry of Education has financed a pedagogical network for engineering teaching staff that supports the nurturing and advancement of professional and pedagogical skills for those academics engaged in engineering education.

A high degree of university-industry cooperation is one of the outcomes of using the PBL concept. Consequently, Aalborg University feels some responsibility for the continuing development of engineering competences within Danish industry. A competence centre, which targets continuing engineering education in electronics and information technology, has been established and is based on several years of experience in elaborating courses for industry. Some of the challenges in continuing engineering education are addressed and new initiatives in applying Work-Based Learning (WBL) as a tool for continuing education are also described. In addition, representatives from the trade association in IT and the Society of Danish Engineers address competence development as an important factor, both for organisations and the individual engineer.

Whilst it has not been possible to have accounts from all of the engineering universities and schools in Denmark in this issue, it is our strong belief that the papers presented in this Special Issue provide a good insight, representation and impression on some of the qualifications in engineering education in Denmark. We would like to thank all the authors for their contribution to this issue and for their willingness to prepare their papers at short notice.

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