
Editorial

This Special Issue of the *Global Journal of Engineering Education* (GJEE), Vol.6, No.2, under the theme *Engineering Education in Denmark*, focuses on developments in Danish engineering education, and is sponsored by the Faculty of Engineering and Science at Aalborg University (AAU), Aalborg, Denmark. Guest Editors of this issue are Prof. Finn Kjærdsdam, Dean of the Faculty of Engineering and Science, and Assoc. Prof. Flemming K. Fink, Director of Studies within the Department of Communication Technology in the Institute of Electronic Systems, both at Aalborg University, Aalborg, Denmark.

The publication of this Special Issue coincides with several activities that have been recently carried out at Aalborg University in collaboration with the UICEE. These include the establishment of the UICEE Centre for Problem-Based Learning (UCPBL) at the AAU, as a satellite centre of the UICEE, with the appointment of Assoc. Prof. Flemming K. Fink as the Director of the Centre, and Prof. Stig Enemark and Assoc. Prof. Egon Moesby as the Deputy Directors.

Further, the launch of the UNESCO International Centre for Engineering Education European Branch and its Headquarters (UICEE-EHQ) was held at Aalborg University on 27 June 2002, with the Danish Minister of Education, Her Excellency Ulla Tørnæs, officially opening the Centre. Also, the Minister delivered a brief but insightful occasional address on the role of UNESCO and Danish contributions to its operation in the 21st Century, which can be found elsewhere in this issue. As a result of this establishment, the UICEE appointed Assoc. Prof. Annette Kolmos of Aalborg University as the Deputy Director of the UICEE. Dr Kolmos' responsibility will be the day-to-day operation of the UICEE-EHQ.

In addition, a meeting of the Academic Board of the UICEE Centre for Problem-Based Learning (UCPBL) was held at Aalborg University, preceding the official launch of the UICEE European Headquarters on 27 June 2002. The Directors presented the current status of the Centre and its future activities. The discussion concentrated on the impact of Problem-Based Learning (PBL) on the quality of engineering education and how this method of education would be introduced to a wider population of students internationally.

It should be pointed out at this stage that this small Scandinavian nation at the western edge of the Baltic Sea has a strong history in science and engineering and, indeed, is at the forefront of engineering education globally. Moreover, Aalborg University is a world leader in Problem-Based Learning (PBL) tuition. Therefore, it is hoped that readers will find the papers included in this Special Issue of tremendous importance and relevance as they deal with a wide range of topics, issues and ideas, which may stimulate readers' own work and research in engineering and technology education.

On behalf of the readers, members of the Editorial Advisory Board of the GJEE, and indeed myself, I wish to express our sincere gratitude to Prof. Finn Kjærdsdam, Dean of the Faculty of Engineering and Science and Assoc. Prof. Flemming K. Fink, Director of the UICEE Centre for Problem-Based Learning (UCPBL), both at Aalborg University, Aalborg, Denmark, for their editorial work on this issue, as well as for the financial support provided for its publication.

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