



22nd International CDIO Conference

University of Liverpool, UK

22nd - 25th June 2026



Programme Overview

	Monday	Tuesday	Wednesday	Thursday
08:00	Registration Opens + Coffee		Wellbeing and Social Time	
08:30		Coffee		Tours
09:00	Conference opening and Keynote 1	Keynote 2		
09:30				
10:00	Morning Coffee	Morning Coffee	Morning Coffee	Morning Coffee
10:30	Podiums + Workshops + Working Groups	Podiums + Workshops	Podiums + Workshops	Keynote 3 CDIO Academy & Working Groups Presentations Closing Ceremony
11:00				
11:30				
12:00	Lunch	Lunch	Lunch	
12:30				
13:00	Podiums + Workshops + Working Groups	Roundtables	Podiums + Workshops	Lunch
13:30				
14:00				
14:30	Afternoon Coffee	Afternoon Coffee	Afternoon Coffee + Regional Meetings	CDIO Council Meeting
15:00	Podiums + Workshops + Working Groups	Podiums + Workshops		
15:30				
16:00				
16:30	CDIO Council Meeting		CDIO 2028 Host Presentations	
17:00				
17:30				
18:00				
18:30	Welcome Reception @ Metropolitan Cathedral & Lutyens Crypt	Conference Dinner @ St. Georges Hall	Social Activities	
19:00				
20:00				
21:00				

Monday 22nd June 09:00-10:00

Conference Opening and Keynote Speaker - Lecture Theatre 1, 101b



Pleun Hermesen is a versatile education professional at TU Delft with a focus on meaningful and authentic reflection. Originally, she started her career as a trauma surgeon. Her love for education led her to a change of direction. She has since developed extensive experience in teaching, instructional design, and educational (change) management in (medical-)technical education. Her non-traditional profile within engineering education has inspired her to focus on reflection as a catalyst for deeper, more authentic, and more comprehensive learning. Pleun founded and spearheaded a TU Delft wide program, *The Reflective Engineer*, in which she co-created many educational innovations with teachers and students. One of her most elaborative reflective interventions is the Campfire Talk game, a board game that enables constructive coaching conversations between peers, without necessity of supervision or facilitation. Pleun recently started her research on reflection and is working on an Educational Comenius Grant around Perspective Agility in collaboration and conflict.

Engineering Authentic Reflection

In the opening keynote, Pleun Hermesen dives deeper into something that most of us see as very important yet frequently felt to be elusive: reflection. Educators see reflection as relevant for example in the development of professional competencies, in collaboration, in ethics and in more. Students however see reflection frequently as a chore and of little benefit. Students' responses on reflective assignments are often non-descriptive, deflative, or even outsourced to artificial intelligence. How can we make students reflect authentically and meaningfully? How can we make sure that reflection supports development of socially responsible engineers, who engage in more considered decision-making processes, who can navigate complexity and act responsibly in challenging times? What is the role of educators? Should we ask different questions? Or stop asking students to reflect, but create the conditions where reflection can emerge? Pleun Hermesen has a pluriform professional background and initiated and lead the Reflective Engineer program at Delft University of technology. In this program her team co-created many reflective educational innovations together with teachers and students. From this experience she distilled a framework that supports educators to design conditions for authentic reflection. In her keynote she will share some of the lessons learned which you could apply in practice. In the workshop that follows, she invites you to iterate on your existing reflective assignments or start designing them.

Monday 22nd June 10:30-12:00

1A - Podium: Ethical, Responsible and Socially-Driven Engineering Education <i>Session Chair: Sarah Junaid</i>	1B - Workshop	1C - Intro Workshop	1D – Working Group
LECTURE THEATRE 2, 112	FLEX TEACHING 2, 122	FLEX TEACHING 1, G17	TEACHING ROOM 4, 108a
103 - CDIO FRAMEWORK AND COGNITIVE SCIENCE: HUMAN-IN-THE-LOOP FOR GEN AI USE <i>Sin-Moh Cheah</i>	Keynote Workshop: Engineering Authentic Reflection <i>Pleun Hermesen</i>	Introduction to CDIO 1: Impact and Benefits of CDIO Approach to Engineering Education <i>Thomas Baker</i> <i>Mark Nivan Singh</i>	Working Group 1 - Sharing Good Examples of Curriculum Agility <i>Suzanne Brink Carl</i> <i>Johan Carlsson</i> <i>Mikael Enelund Sonia Gomez Puente</i> <i>Elizabeth Keller Charles McCartan</i> <i>Reidar Lyng</i> <i>Remon Rooij</i>
148 - INTEGRITY BY DESIGN FOR ETHICAL AI USE THROUGH A REFLECTIVE ASSESSMENT MODEL <i>Sean Cunningham</i> <i>David Tanner</i>			
203 – IF AI WRITES, WHO THINKS? STUDENT PERCEPTIONS IN CDIO EDUCATION <i>Ahal Akgayev, Chynar Garlyyeva, Chynar Seytekova, Aygul Charyyeva</i> <i>Yslam Orazov</i>			
119 – IDENTIFYING THE FOUR CORE BENEFICIARIES OF INDUSTRY-DRIVEN CDIO PROJECTS <i>Soumya Kanti Manna, Nabila Naz</i> <i>Salman Saeidlou, Anne Nortcliffe</i>			
106 – SAFEGUARDING HUMAN CREATIVITY: USING GEN AI TO PROTECT AGAINST GEN AI. <i>Sin-Moh Cheah</i>			

Monday 22nd June 13:00-14:30

2A - Podium: Active Learning, Pedagogy and Teaching Innovation <i>Session Chair: Thomas Baker</i>	2B - Podium: AI Policy, Systems and Institutional Change <i>Session Chair: Daniel Spooner</i>	2C - Workshop	2D - Intro Workshop 2	2E – Working Group
LECTURE THEATRE 2, 112	LECTURE THEATRE 3, 123d	FLEX TEACHING 2, 122	FLEX TEACHING 1, G17	TEACHING ROOM 4, 108a
114 - A PRACTICE OF A CREATIVITY-CENTERED PEDAGOGICAL MODEL FOR CHINESE DESIGN EDUCATION <i>Yufan Zheng, Anne Nortcliffe, Hany Hassanin, Stuart Lambert</i>	107 - REVIEW OF CDIO SYLLABUS VERSION 3.0 TO INCLUDE DEVELOPMENT OF AI-HUMAN COMPETENCIES <i>Sin-Moh Cheah</i>	199 - REIMAGINING EDUCATOR IDENTITY THROUGH COLLABORATIVE DIALOGUE <i>Sarah Junaid Karl-Olof Lindahl Jörgen Forss Gareth Thomson Paul Hermon Andreas Ebbelind Jo Verhaevert</i>	Introduction to CDIO 2: Using the CDIO Standards in Educational Development <i>Jens Bennedsen Katerina Yang</i>	Working Group 1 - Sharing Good Examples of Curriculum Agility <i>Suzanne Brink Carl Johan Carlsson Mikael Enelund Sonia Gomez Puente Elizabeth Keller Charles McCartan Reidar Lyng Remon Rooij</i>
129 - PROBLEM-BASED LEARNING INTO THE INCOME TAX THEORY AND SYSTEM COURSE <i>Sheng Tung Chen</i>	127 - PRIVACY-ADAPTIVE GENERATIVE AI: FROM UNSTRUCTURED REPORTS TO COMPETENCY-BASED LEARNING ANALYTICS <i>Saul Garcia Huertes, Ramon Bragós</i>			
190 - PEER LEARNING AND FEEDBACK THROUGH THE CDIO FRAMEWORK IN ENGINEERING EDUCATION <i>Marika Säisä Annukka Kinnari Mika Luimula</i>	154 - NORDIC INSTITUTIONAL RULES AND REGULATIONS IN THE LIGHT OF GENERATIVE AI <i>Jens Bennedsen, Juha Kontio, Janne Roslöf Elizabeth Keller, Fredrik Georgsson, Marisol Rico Cortez</i>			
194 - REDESIGNING FEEDBACK TO ENHANCE STUDENT DEVELOPMENT <i>Greg Watts</i>	179 - FROM RESTRICTING TO INTEGRATING AI: A UNIVERSITY STRATEGY FOR ENGINEERING EDUCATION <i>Mikael Enelund, Niklas Broberg, Jim Brouzoulis, Fia Börjesson, Victoria Granström, Aidin Fanni, Knut Åkesson, Amanda Öberg</i>			
	219 - AI ASSISTED QUALITATIVE ANALYSIS OF CDIO IMPLEMENTATION <i>Kirsten From</i>			

Monday 22nd June 15:00-16:30

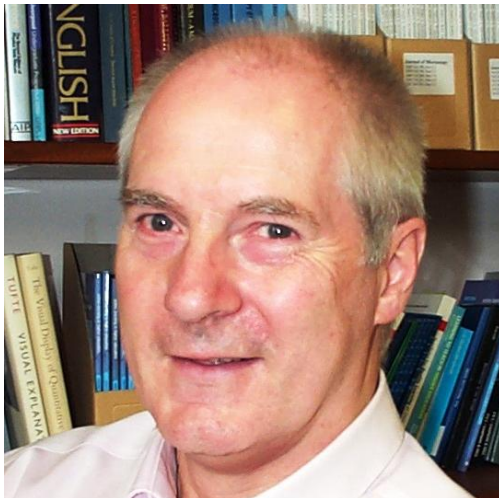
3A – Podium: AI in Engineering Education <i>Session Chair: Janne Roslöf</i>	3B – Podium: CDIO Evaluation, Quality and Impact <i>Session Chair: Sin-Moh Cheah</i>	3C – Workshop	3D - Workshop	3E - Intro Workshop 3
LECTURE THEATRE 2, 112	LECTURE THEATRE 3, 123d	TEACHING ROOM 4, 108a	FLEX TEACHING 2, 122	FLEX TEACHING 1, G17
126 - USING LARGE LANGUAGE MODELS AS TOOLS IN INTRODUCTORY PROGRAMMING COURSES <i>Eli Roslöf, Janne Roslöf</i>	108 – CDIO PROGRAM EVALUATION: IMPROVING SELF-EVALUATION PROCESS WITH GUIDELINES AND GUIDING QUESTIONS <i>Sin-Moh Cheah</i>	174 - UNSPEAKABLE: EXPLORING A NEW CHALLENGE-BASED COURSE DEVELOPMENT CANVAS <i>Saskia Postema, Caroline Wehrmann, Fransje Hooimeijer</i>	123 - DEVELOPING SUSTAINABLE ENGINEERS TO LEAD THE TRANSITION TO A 2050 CIRCULAR ECONOMY <i>Rose Byrne, Louise Pick, Charles McCartan</i>	Introduction to CDIO 3: Using the CDIO Syllabus in Educational Development <i>Reidar Lyng, Suzanne Brink</i>
140 - AI-SUPPORTED LEARNING: SELF-ASSESSMENT OF ENGINEERING STUDENTS <i>Bayarmaa Tsogtbaatar, Khulan Ojgoosh, Uranchimeg Davaasuren</i>	195 – DEVELOPING A CDIO-BASED QUALITY ASSURANCE SYSTEM FOR ENGINEERING EDUCATION <i>Limin Cui, Teng Wang</i>			
143 - AI-SUPPORTED SOCRATIC TUTORING CHATBOT IN MANUFACTURING EDUCATION: A THEORY-INFORMED CDIO IMPLEMENTATION <i>Abboy Verkuilen</i>	137 – 25 YEARS WITH CDIO – A LINKÖPING PERSPECTIVE <i>Svante Gunnarsson, Helena Herbertsson, Annalena Kindgren</i>			
110 – REDESIGNING ASSESSMENT FOR AI-SUPPORTED PROJECT-BASED LEARNING: EVIDENCE FROM ENGINEERING EDUCATION <i>Mohamad Farhat, Mohammed Abdul-Niby, Hamzeh Aljarajreh</i>	202 – EVALUATING A DIGITAL SIGNAL PROCESSING COURSE IN AI ERA <i>Aldo André Díaz-Salazar, Jalusa Andréia Storch Díaz, Emerson Nobuyuki Itikawa, Svante Gunnarsson</i>			
177 - INTEGRATING ARTIFICIAL INTELLIGENCE INTO ENGINEERING EDUCATION: A CDIO-ALIGNED INSTRUCTIONAL DESIGN APPROACH <i>Bayarmaa Tsogtbaatar, Khulan Ojgoosh, Uranchimeg Tungalag, Luvsandorj Tsogdov</i>	201 - IMPACTS OF CDIO FRAMEWORK IMPLEMENTATION ON OUTPUT PRODUCTIVITY AND INTERPERSONAL SKILLS DEVELOPMENT <i>Muhammad Arifin, Iman Fahrudi, Siti Noor Chayati, Hendawan Soebhakti</i>			

Tuesday 23rd June 09:00-10:00

Keynote - CDIO: Time for another rethink?, Lecture Theatre 1, 101b



Dr Rhys Morgan is the Royal Academy of Engineering's Director for Education and Skills. He is responsible for the Academy's policy and programme work in engineering and STEM: from early-years foundational education to workforce upskilling. His portfolio of activity includes analysis of the UK engineering and technology skills base and work to shape the capacity and capability of the UK education system to deliver the workforce of the future. He advises various UK government departments on engineering skills from quantum technologies, compound semiconductor and 6G telecoms to infrastructure including skills for net zero, nuclear and future transport. He is leading the Academy's new flagship Skills Centre, which will support upskilling the UK engineering and technology workforce. Rhys is a materials engineer by background and created one of the world's first metal additive manufacturing systems for his PhD in 1996.



Peter Goodhew has had a long career in both engineering and education. He was a professor of Materials Engineering at the Universities of Surrey and Liverpool, and he served as Head of Engineering, Dean of Engineering and Pro-Vice-Chancellor at Liverpool. He was for ten years the Director of the UK Subject Centre for Materials Engineering and also served as one of the Directors of the CDIO Initiative. In addition to his books and papers on electron microscopy, he has written many articles and a couple of books about engineering education and was elected FEng in 2002. He was awarded a CBE for services to Engineering and Education in 2016. In retirement he enjoys wood-turning, fiction and controversy.

Tuesday 23rd June 10:30-12:00

4A – Podium: Project-Based and Team-Based Learning <i>Session Chair: Jens Bennedsen</i>	4B – Podium: Industry Collaboration and Professional Competence <i>Session Chair: Anne Nortcliffe</i>	4C - Workshop	4D - Workshop	4E - Workshop
LECTURE THEATRE 2, 112	LECTURE THEATRE 3, 123d	FLEX TEACHING 2, 122	FLEX TEACHING 1, G17	TEACHING ROOM 4, 108a
117 – ENSURING INDIVIDUAL ACCOUNTABILITY IN AUTHENTIC TEAM-BASED ASSESSMENTS <i>Edward Causton</i>	100 – STRENGTHENING ENGINEERING EDUCATION THROUGH INDUSTRIAL COLLABORATIONS WITHIN THE CDIO FRAMEWORK <i>Mortadha Alsaba, Mohamad Iyad Al-Khiami Jean El Achkar, Mohammed Abdul-Niby</i>	218 - INCLUSIVE ASSESSMENT FOR NEURODIVERSE STUDENTS IN ENGINEERING CLASSES <i>Thomas Baker Suzanne Brink Lisa Gommer</i>	156 - PEER-TO-PEER SUPPORT – CDIO ACTIVITY TO SHARE AND LEARN <i>Juha Kontio</i>	AI Augmented Peer Feedback for Enhanced Teamwork Assessment: Theory and a Working AI Demo <i>Tom O'Neill</i>
120 – INTEGRATING CDIO AND TEAM-BASED LEARNING IN A MANAGEMENT COURSE: ACTION RESEARCH STUDY <i>Cheng Mei Tung</i>	118 – DESIGNING AUTHENTIC INDUSTRY-ENGAGED ASSESSMENT FOR PROFESSIONAL COMPETENCE IN BUSINESS INTELLIGENCE <i>Helga Ingimundardóttir</i>			
125 – SINGAPORE POLYTECHNIC AND POLIBATAM TRANSNATIONAL COLLABORATIVE STUDENT PROJECT: INITIAL EXPLORATION <i>Kim-Fai Soh, Hendawan Soebhakti Muhammad Arifin, Nanta Fakhri Prebianto Abdurahman Dwijotomo</i>	163 – CO-LOCATION LABS FOR AUTHENTIC LEARNING: EXPERIENCES FROM SINGAPORE POLYTECHNIC'S ENGINEERING CLUSTER <i>Boon Seng Chew, James Yee, Joo Ghee Lim Sharon Gan, Yihong Kok Chow Leong Chia</i>			
170 – STEERING TOGETHER: STUDENT AND STAFF PERSPECTIVES ON AUTONOMY IN FINAL YEAR PROJECTS <i>Matthew Cairns, Louise Pick, Charles McCartan, Eoin Cunningham</i>	197 – THE SOFT SKILLS GAP IN ENGINEERING EDUCATION: EMPLOYER EVIDENCE FROM EAST KAZAKHSTAN <i>Oxana Denissova, Zhadyra Konurbayeva Madina Yussubaliyeva</i>			
181 – EMPOWERING ICT STUDENTS AS LIFE-LONG LEARNERS THROUGH AUTHENTIC PROJECTS <i>Nico Kranni</i>	204 – A TEACHING MODEL APPLIED TO FUNCTIONAL ASSESSMENT CLASSES IN PHYSIOTHERAPY <i>Jalusa Andréia Storch Díaz, Aldo André Díaz-Salazar Emerson Nobuyuki Itikawa, Svante Gunnarsson</i>			

Tuesday 23rd June 13:00-14:30

5A - Roundtable 1	5B - Roundtable 2	5C - Roundtable 3	5D - Roundtable 4	5E - Roundtable 5	5F - Roundtable 6
LECTURE THEATRE 1, 101b	LECTURE THEATRE 2, 112	LECTURE THEATRE 3, 123d	TEACHING ROOM 4, 108a	FLEX TEACHING 2, 122	FLEX TEACHING 1, G17
121 - ASSESSING LEARNING IN COURSES FOR WORKING PROFESSIONALS <i>Madelene Zetterlind</i> <i>Stefan Brolin</i> <i>Cecilia Sönströd</i> <i>Christina Keller</i>	153 - FUTURE OF CDIO ROUNDTABLE – IMPROVING THE DRAFT CDIO STANDARDS FRAMEWORK <i>Juha Kontio</i> <i>Reidar Lyng</i>	166 - PROGRAM-DRIVEN STRATEGIES FOR WORK-INTEGRATED LEARNING <i>Anita Nordeng Jakobsen</i> <i>Eva Holmquist Falch</i> <i>Kari Helgetun</i> <i>Langfoss</i> <i>Ida-Johanne Jensen</i>	150 - WHEN IS HANDS-ON LEARNING WORTH THE EFFORT? <i>Marta Gavioli</i>	155 - DO PUBLIC PERCEPTIONS OF PROFESSIONAL ENGINEERING INFLUENCE WHO BECOMES AN ENGINEER? <i>Abby Blackman</i>	213 - WEAVING THE GOLDEN THREAD THROUGH ENGINEERING PROGRAMMES TO ENHANCE STUDENT ENGAGEMENT <i>Rose Byrne</i> <i>Louise Pick</i> <i>Charles McCartan</i> <i>Geoff Cunningham</i>
175 - FROM VISION TO ACTION: DESIGNING EFFECTIVE CULTURE CHANGE IN ACADEMIA <i>Stefan Brolin</i> <i>LisaBeth Sundström</i>	196 - CHALLENGES WITH DESIGN-IMPLEMENT EXPERIENCES IN DISTRIBUTED ENGINEERING EDUCATION <i>Reidar Lyng</i> <i>Ole K. Solbjørg</i>	167 - STRENGTHENING CDIO PRACTICE WORLDWIDE: A COMPETENCY FRAMEWORK AND DEVELOPMENT PATHWAY <i>Reidar Lyng</i> <i>Elizabeth Keller</i> <i>Saida Mraih</i> <i>Mark Nivan Singh</i>	176 - FROM STANDARDS TO STRATEGY: PROGRAM-LEVEL EVALUATION USING CDIO-ALIGNED ASSESSMENT INSTRUMENTS <i>Marisol Rico Cortez</i> <i>Géza Fischl</i>	209 - ADDING FORMATIVE FEEDBACK TO A BACHELOR ENGINEERING CURRICULUM <i>Lisa Gommer</i> <i>Wim de Boer</i>	221 - DATA-INFORMED ASSESSMENT AND FEEDBACK FOR MULTIDISCIPLINARY CAPSTONES <i>Suhaib Al Basit</i> <i>Abdulaziz Alaswad</i>

Tuesday 23rd June 15:00-16:30

6A – Podium: Design–Build–Test and Experiential Learning <i>Session Chair: Ramon Bragos</i>	6B – Podium: AI, Assessment and Academic Integrity <i>Session Chair: Reidar Lyng</i>	6C – Podium: Integrated Learning Design and Emerging Educational Frameworks <i>Session Chair: Nicoleta Maynard</i>
TEACHING ROOM 4, 108a	LECTURE THEATRE 2, 112	LECTURE THEATRE 3, 123d
113 – BEYOND DEMONSTRATIONS: STUDENT LED LEARNING LABORATORIES THROUGH A CDIO LENS <i>Louise Pick, Charles McCartan, Angena Panaser, Geoff Cunningham</i>	104 – APPRAISING CDIO STANDARDS FOR GUIDING RESPONSIBLE GEN AI USE IN CURRICULUM DESIGN. <i>Sin-Moh Cheah</i>	124 – BEYOND LINEAR CDIO: PROCESS PATTERNS IN RENOVATION-ORIENTED ARCHITECTURAL ENGINEERING EDUCATION <i>Géza Fischl</i>
188 – LEARNING OUTCOMES OF DIGITAL TWINS IN ENGINEERING EDUCATION: A SYSTEMATISED REVIEW <i>Isabella Coombs, Danielle Soban, Charles McCartan</i>	217 – SIMULATION-DRIVEN RESILIENCE: FROM CDIO TO CDI'S' ASSESSMENTS TO OUTSMART AI SHORTCUTS <i>Alix Vargas, Aland Escudero, Ankith Kamalakshi-Ramesh, Thomas Baker</i>	116 – SPARK FRAMEWORK FOR HUMAN-CENTRED GENERATIVE ARTIFICIAL INTELLIGENCE INTEGRATION IN CDIO EDUCATION <i>Katerina Yang, Mark Nivan Singh, Xin Hui Ng</i>
211 – BEYOND THE CLASS LONGITUDINAL EVIDENCE FROM A DECADE OF CHALLENGE BASED LEARNING <i>Mireia Sierra Andrés, Matteo Di Stasi, Ramon Bragos Bradia</i>	135 – REFRAMING PROFESSIONAL LEARNING ASSESSMENT IN THE AI ERA <i>Toh Yen Pang, Alex Kootsookos, Chi Tsun Cheng</i>	141 – DISCOVERING ASSESSMENT CATEGORIES FOR LEARNING DIARIES: AI-ASSISTED FORMATIVE FEEDBACK IN ENGINEERING EDUCATION <i>Salu Ylirisku, Tua Björklund</i>
172 – EVALUATING COGNITIVE, PSYCHOMOTOR, AND AFFECTIVE OUTCOMES IN CDIO “MECHANICS OF MATERIALS” <i>Ariunbolor Davaa, Ganbat Danaa, Naidandorj Radnaa, Tserenchimed Purevsuren, Erdenekhuu Norinpel, Tumendelger Munkhuu</i>	164 – SELF-PACED ASSESSMENT APPROACH COMBINING ROBUSTNESS AGAINST AND LEARNING WITH GENERATIVE AI <i>Guttorm Sindre, Gabrielle Hansen</i>	
192 – SUPPORTING STUDENT TEAMS TACKLING WICKED PROBLEMS: INTRODUCING CARDS OF AMBIGUITY <i>Eva Kalmar, Wenyi Chu, Yiwei Tao</i>	157 – ASSESSING STUDENTS OR THEIR AI TEAMMATE? CASE STUDIES IN THE GAI ERA <i>Jens Bennedsen, Joo Ghee Lim, Mark Nivan Singh, Mika Suutari, Reidar Lyng, Siegfried Rouvrais</i>	

Tuesday 23rd June 15:00-16:30 continued

6D - Workshop	6E - Workshop
FLEX TEACHING 2, 122	FLEX TEACHING 1, G17
144 - VIBE CODING PEDAGOGICALLY SOUND EDUCATIONAL APPS WITH AI <i>Abboy Verkuilen</i>	184 - A SERIOUS GAME TO LEARN HOW TO CDIO IN INTERCULTURAL CONTEXTS <i>Lydia Bedourey</i>

Wednesday 24th June 10:30-12:00

7A – Podium: Sustainability in Curriculum and Education Design <i>Session Chair: Gareth Thomson</i>	7B – Podium: Curriculum Design, Reform and Programme Structures <i>Session Chair: Svante Gunnarsson</i>	7C - Workshop	7D - Workshop
TEACHING ROOM 4, 108a	LECTURE THEATRE 3, 123d	FLEX TEACHING 2, 122	FLEX TEACHING 1, G17
109 – CDIO AND GEN AI FOR SUSTAINABLE DEVELOPMENT: DESIGN PRINCIPLES AND ENHANCED SELF-EVALUATION <i>Sin-Moh Cheah</i>	222 – INTEGRATING RESEARCH-BASED LEARNING INTO THE CDIO FRAMEWORK <i>Fadi Alkhatib, Isam Zabalawi, Vladimir Simovic</i>	115 - BEYOND GRADES: WHAT SHOULD A LEARNING DASHBOARD SHOW? <i>Ines Uriol Balbin Marta Gavioli</i>	186 - AUTHENTIC LEARNING IN ENGINEERING EDUCATION: PRACTICES, CHALLENGES, AND OPPORTUNITIES <i>Geoff Cunningham Charles McCartan Louise Pick Kathryn Fee</i>
122 – SUSTAINABILITY CONSIDERATIONS IN ENGINEERING CURRICULUM <i>Kristiina Brusila-Meltovaara Susanna Vanhamäki, Sariselia Sore</i>	191 – RESTRUCTURING OF ENGINEERING PROGRAMMES IN MECHANICAL ENGINEERING AND INDUSTRIAL DESIGN ENGINEERING <i>Andreas Dagman, Mikael Enelund, Jim Brouzoulis, Peter Hammersberg Erik Hulthén, Dan Paulin, Jonas Tuveson</i>		
183 – EMBEDDING TRANSVERSAL AND SOCIETAL SKILLS IN AEROSPACE ENGINEERING PROGRAMME: BACHELOR CURRICULUM REVISION <i>Mariana Cruz, Daniël Peeters, Angelo Cervone Rene van Passen, Éva Kalmár, Joris Melkert</i>	160 – A TWO-MODULE APPROACH TO ACHIEVING CDIO STANDARD 4 IN INTRODUCTORY ENGINEERING EDUCATION <i>Samat Baigereyev, Alfiya Zakimova Zhadyra Konurbayeva, Darya Surova</i>		
180 – CULTIVATING SUSTAINABILITY MINDSETS IN MECHANICAL ENGINEERING EDUCATION THROUGH DESIGN-IMPLEMENT EXPERIENCES <i>Kim-Fai Soh, Sin-Moh Cheah</i>	206 – ORCHESTRATING CDIO-ALIGNED LEARNING TASKS THROUGH A COURSE-TYPE-DRIVEN ASSIGNMENT FRAMEWORK <i>Vairavel Gurusamy Deiva Sundari P, Siva Kumar M</i>		
	214 – TAMPERING, A MAJOR CHALLENGE FOR CDIO BOOSTING <i>Peter Hammersberg</i>		

Wednesday 24th June 13:00-14:30

8A – Podium: Sustainability, Design and Real-World Applications <i>Session Chair: May Lim</i>	8B – Podium: Learning Environments, Labs and Simulation <i>Session Chair: Katerina Yang</i>	8C - Workshop	8D - Workshop	8E- Working Group
LECTURE THEATRE 2, 112	LECTURE THEATRE 3, 123d	FLEX TEACHING 2, 122	FLEX TEACHING 1, G17	TEACHING ROOM 4, 108a
134 – MODEL PATHWAY IN CHEMICAL ENGINEERING TO DEVELOP STUDENTS’ SUSTAINABILITY MINDSET USING CDIO <i>Sin-Moh Cheah</i>	101 – INCORPORATING AN INTEGRATED DEVELOPMENT ENVIRONMENT TO TEACH NUMERICAL METHODS <i>Desmond Adair, Kairat Ismailov, Martin Jaeger</i>	145 - CREATING AI PERSONAS FOR EDUCATION USING PREPARED4ED FRAMEWORK <i>Abboy Verkuilen</i>	131 - DESIGNING TRANS-DISCIPLINARY BACHELOR ENGINEERING CURRICULA: BALANCING FOUNDATIONS AND INTEGRATION <i>Mahsa Sajedi Remon Rooij</i>	Working Group 2 -Faculty Development <i>Mark Nivan Singh, Reidar Lyng</i>
169 – LABORATORIES AND MAKERSPACES AS LEARNING PARTNERS IN USER-CENTRED DESIGN COURSES <i>May Lim, Robin Au</i>	139 – USING PULL REQUESTS TO MAKE COLLABORATION VISIBLE IN CDIO PROJECT-BASED COURSES <i>Helga Ingimundardóttir</i>			
205 – PROJECT-BASED LEARNING APPROACH FOR LOW COST ECG CONSTRUCTION AND CARDIOVASCULAR HEALTH OUTREACH <i>Emerson Nobuyuki Itikawa, Aldo André Díaz-Salazar, Jalusa Andréia Storch Díaz, Svante Gunnarsson</i>	171 – PUTTING THE ‘TECH’ BACK INTO TEACHING TECHNICAL FUNDAMENTALS – UTILISING THE CDIO APPROACH <i>Katie Harte, Adam Richmond, Stephen Darragh, William Larmour, Scott Millen, Jonathan Preshaw, Conor Doherty, Mervyn Barr, Issac Forsythe, Karl Nash, Thomas Moon, Jose Rico Mourenza, Troy Patterson, John Carberry, Robert Vaughan, Louise Pick, Charles McCartan</i>			
182 – BRIDGING KNOWING AND DOING THROUGH HABIT FORMATION IN CDIO EDUCATION <i>Yslam Orazov, Nurjemal Bayramova, Dayanch Nazarov, Gurbanmyrat Mezilov</i>	193 – IMPLEMENTING THE CDIO FRAMEWORK IN DATA-DRIVEN ENGINEERING CONTEXT: A COURSE-LEVEL CASE STUDY <i>Ebru Turanoglu Bekar, Ida Gremyr Kristina Henricson Briggs, Anders Skoogh Jon okrantz,</i>			
	212 – ENGINEERING EMPATHY: USING PERSON CENTRED SIMULATION TO FOSTER INCLUSIVITY IN ENGINEERING DESIGN <i>Kathryn Fee, Aislinn McAleenan Matthew Cairns, Gerard Gormley</i>			

Wednesday 24th June 15:30-17:00

9A – Podium: Student Development, Mindsets and Learning Experience <i>Session Chair: Vairavel Gurusamy</i>	9B – Podium: Faculty Development <i>Session Chair: Geoff Cunningham</i>	9C - Workshop	9D - Intro Workshop 4	9E- Working Group
LECTURE THEATRE 2, 112	LECTURE THEATRE 3, 123d	FLEX TEACHING 2, 122	FLEX TEACHING 1, G17	TEACHING ROOM 4, 108a
102 - CHEMICAL PRODUCT DESIGN: A CASE STUDY ON 'LEARNING FROM FAILURE' <i>Katerina Yang, Sin-Moh Cheah, Yunyi Wong, Ai Ye Oh, Thijs Willems, Qian Huang</i>	207 - FACULTY PROFESSIONAL DEVELOPMENT IN CDIO DURING CURRICULUM REFORM AT A CAMBODIAN UNIVERSITY <i>Sokha Heng, Siteng Tieng Sin-Moh Cheah, Mark Nivan Singh</i>	189 - WHICH CURRICULUM PERSPECTIVES HAVE YOU COLLECTED OVER THE YEARS? <i>Suzanne Cecilia Brink</i>	Introduction to CDIO 4: CDIO Collaboration and Community <i>Juha Kontio Nicoleta Maynard</i>	Working Group 2 -Faculty Development <i>Mark Nivan Singh, Reidar Lyng</i>
152 - MATHEMATICS LEARNING BELIEFS OF FIRST-YEAR ENGINEERING STUDENTS <i>Jonathan Cole</i>	105 - STANDARD FOR CONTINUAL FACULTY DEVELOPMENT: INNOVATING TEACHING AND LEARNING WITH GEN AI <i>Sin-Moh Cheah</i>			
187 - LINKING STUDENT ATTENDANCE TO COURSE RESULTS <i>Anna-Jonna Juth, Johanna Söderberg Fredrik Byström, Peter Hammersberg Erik Hulthén</i>	208 - BRIDGING THE EVALUATION-INCENTIVE GAP: A NATIONAL SURVEY OF FACULTY COMPETENCY AND DEVELOPMENT <i>Tsenguunjargal Agvaantseren Ariunbolor Davaa, Zagdkhorol Bayasgalan Zorigt Dashjaa</i>			

Thursday 25th June 08:30-10:00

Campus Tours – Locations TBC

Thursday 25th June 10:30-13:00

Lecture Theatre 1, 101b

- Special Keynote
- CDIO Academy presentations and awards
- Working Group presentations
- Election Results
- Closing Ceremony
 - Incoming host presentation and hand over
 - Closing remarks from CDIO co-directors