

# Editorial

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## JOURNAL DEVELOPMENTS

Activities around the journal website have intensified in recent months. We have reintroduced our semi-regular feature, *Engineering Education World*, bringing news and developments from around the world related to engineering education. This feature was previously part of our printed issues but we feel that it is better suited for website presentation where the updating time lags can be much shorter. Moreover, with our page number allocation at a premium, adding news to the hardcopy would limit the pages devoted to author contributions. The overall page count has also been increased to partly reduce the backlog of accepted papers.

In addition we have introduced online discussion on topics of interest to engineering educators. These are of the forum type. The aim of the fora is more than just chat boxes. We aim at international collaborations researching the areas and eventually publication of papers resulting from the research. Each forum is monitored and reviewed by a moderator, who answers comments online. Our first forum, introduced by Caroline Baillie of Imperial College, London, is on creativity. Submissions made in the initial weeks are from the UK, USA, Canada, Greece and South Africa. A second forum, introduced by Russel Jones—the guest editor of our Accreditation and Quality Assurance Special issue (Volume 16 number 2)—is on Quality Assurance. We will shortly be introducing a third forum, on LabVIEW applications, as a follow-up to our special issue on this subject in Volume 16 number 3.

There are two special issues ready for publication: Mechanics Education, edited by Renata Engel of Penn State University, and Learning Styles, edited by Terry O'Brien of North Carolina State University. Some planned special issues are on Engineering Design edited by Sheri Sheppard of Stanford and Clive Dym of Harvey-Mudd College and Virtual Universities edited by Phil Swain of Purdue and Freimut Bodendorf of Nuremberg-Erlangen, and there are more to come. In due course we will introduce further enhancements to our website so as to involve more educators in engineering who are keen to communicate their findings and collaborate internationally. Furthermore, I am pleased to report that we are increasingly facilitating subscribers to access the full website contents via university IP numbers. This enables universities to access the journal from faculty offices, homes and student dormitories via university servers.

Our website is monitored and operated by Donal McCarthy of the Dublin Institute of Technology, whose dedication has enabled all these web developments to be realized, and to whom my thanks are due.

Michael S. Wald