

Editorial

Who is interested in engineering education?

For readers, authors and libraries it is of some concern who is interested in our published material. We recently gathered some data from our website and the sources of published materials. The website reveals an almost overwhelming interest from the USA (51% hits) followed by Spain (7.6%). Emerging economies in Asia are strong, including Malaysia, India and Taiwan. Also well represented are Canada, Australia and the UK. Regarding published materials the statistics are fairly parallel to the situation with the website hits. USA, Spain, the UK, Australia and Canada are leading the publications list. However there is a poor representation of Publications from Malaysia and India who feature prominently in the hits statistics. What do these statistics mean? There is a clear lead coming from the USA where the efforts by the National Science Foundation in supporting engineering education research and development are bearing fruit. The situation in Spain is profiting from engineering education innovation centers established in universities, resulting in new approaches to learning and dissemination practices as well as reflection on presentation methodologies. Conspicuously absent from these statistics are the core continental countries of Germany and France. While there is some activity in smaller countries such as the Netherlands and the Scandinavian countries there appears to be a lack of motivation to be involved in engineering education research and publication in the rest of the continent. Reasons for this can be surmised: lack of sponsoring and funding, and restricted rewards and accountability of academic faculty for teaching. This is particularly remarkable due to the overwhelming number of almost pure teaching institutions for engineers on the continent, exemplified by the so called universities of applied science, which almost exclusively are set up for the education of 'bread and butter' engineers. This situation is lamentable and in need of serious attention for the future of engineering manpower.

This issue contains the second instalment of the sustainability special issues. The papers are very timely and show that interest in this area by engineering faculty of all subjects is rapidly growing. Thanks are again due to Lynn Katz and John Sutherland for their magnificent selection of these timely papers.

Michael Wald