

Editorial

Publishing in engineering education:

It may be useful to briefly sketch current trends and implications of publishing in engineering education.

A vital factor in the development of quality in engineering education is the availability of publishing media for reporting on innovations, best practice and research in engineering education. The five primary platforms for publishing in this area are: Engineering Education the organ of the American Society of Engineering Education, IEEE Transactions on Education, The European Journal of Engineering Education (EJEE) and the International Journal of Engineering Education (IJEE). Each one of these journals has a slightly different content focus, ranging from pedagogical contributions to technical contributions and education research contributions.

A survey of the source countries submitting papers to the 2 European based journals, shows for the European Journal of Engineering Education:

UK	24%
NL	13%
USA	11%
Spain	11%
Scandinavian countries	10%
Australia	9%

Results for the International Journal of Engineering Education for paper sources are:

USA	51%
Spain	5%
UK	4%
Australia	4%
Canada	4%
Hong Kong	3%
Singapore	2%
Israel	2%

The contributions from Germany, France and Italy are negligible. Out of the world top 10 ranking technical universities 6 are contributors to engineering education publications—out of these 5 are US universities 1 in Asia. Frequent contributing sources from the top 100 technical universities are UC Berkeley, Virginia Tech, Penn State, Purdue, Stanford, University of Washington, Nanyang Tech, University of Texas, TU Delft, the Netherlands and Technion in Israel are the most active centres for engineering education research and innovations.

An indicator of the interest in engineering education can be gathered from the sources of the viewers of the IJEE website.

The conclusions drawn from these statistics are:

1. The thrust of engineering education research work is based in US institutions.
2. The interest in Europe is pivoted in Spain with the bulk of activity in the technical university centres in Madrid, Barcelona and Valencia.
3. An active source of engineering education work on the European continent is at TU Delft, Problem based learning is also strongly researched at Aalborg University in Denmark.

The web results show in addition to the expected countries from which published contributions to engineering education are made, there is considerable interest in Turkey, Taiwan, Malaysia and India.

It remains for me to thank the guest editors of the special section on active learning, Darinka del Carmen-Ramirez, Noel Leon and Erik de Graaff who are staunch promoters of this important trend in engineering education. Tecnologico de Monterrey in Mexico is highly devoted to implementing these learning methods and has made admirable progress in motivating its engineering faculty and administration to support it.

Michael Wald