

Editorial

This issue marks the start of the third year since I accepted the invitation to become the editor of the International Journal of Engineering Education. In the first editorial (vol 25, issue 1), we in the IJEE expressed our intention to maintain the Journal the way Michael Wald, the founder and the first editor of the Journal, intended. The Journal remains a truly independent publication dedicated to serve the international engineering community and to contribute to the advancement of engineering education.

Readers may notice some changes introduced in this issue. The style of the papers has been updated. I would like to thank Anne Joshua and her associates for their dedication and patience during the process of redesigning the style of the papers presented in the Journal. Although all accepted manuscripts are thoroughly copy-edited by our professional copyeditors, and then professionally typeset, we ask authors to adhere as closely as possible to the guidelines. This makes the process of preparing the proofs more efficient. The classical look of the cover of the Journal is intended to remain the same for the foreseeable future.

The readers may also notice that our usable web site is now at www.ijee.ie. I would like to thank our technical team for ensuring that the readers did not experience much service interruption in spite of the technical challenges they faced. The classical look of the site is intended to stay the same, but some subtle changes are planned to improve its efficiency and to provide the Journal with more statistical information which will help provide better service.

I would like to thank Professors Juan Manuel Dodero, Miguel-Ángel Sicilia, and Julià Minguillón for suggesting and guest-editing this special issue on Methods and Cases in Computing Education. The papers included in this issue are based upon selections by the guest editors from contributions to the 2009 Workshop on Methods and Cases in Computing Education (MCCE), held at the Open University of Catalonia, Spain. The papers were further reviewed, revised, and edited for the inclusion in this special issue of the IJEE.

The current issue also includes numerous papers that address other topics such as; engineering education research and bibliometrics, application of information management for the development of technology teachers, teaching and assessing the impact of teaching engineering design, application of learning models, problem-based learning, distance learning and adaptive testing, instructional development for diverse students and for large groups, a fun way for teaching and learning the concepts of control systems, and an improved approach to teaching and learning power electronics.

As always, I hope the readers find this issue interesting and informative.

Ahmad Ibrahim