Editorial

This issue of the IJEE (vol. 29, issue 5) is divided into two sections. The first section is the first part of the special issue on the Impact of Collaboration between Academia and Industry on Engineering Education. I wish to express my gratitude and thanks to Prof. Andrés Díaz Lantada for guest editing this special issue. The time and effort devoted to this task is highly appreciated. The second part will appear in the upcoming issue of the IJEE (vol. 29, issue 6).

The second section of this issue has seven contributions related to a variety of engineering education topics, including: Blended Learning, Cooperative Learning, Innovation, Academic Writing, Safety, and Wind Energy. The authors discussing these issues are from: Malaysia, UAE, Taiwan, USA, and Australia.

The first paper by Kashefi et al. presents a study with the goal of identifying the effectiveness of a blended learning approach in a mathematics course on engineering students' generic skills. Brahimi et al. in the paper that follows study the impact of co-operative learning experience on both technical and non-technical skills achieved by students in an Industrial Engineering and Management program.

In the third paper, Wang et al. develop an imagination instructional model for entry-level engineering students. They identify three features of imagination: possibility, connectivity, and boundary-crossing as the theoretical foundation for the instructional model they present. The model presented was implemented and its impact was assessed.

In the next paper, Lugerman et al. present a program designed to improve the rate of success of students transferring from a community college to study engineering at a university. They also present an assessment of the impact of the program. The authors suggest that the results of the study are both transferrable and scalable. Next, Gassman et al. report on the impact of a newly developed graduate course that focuses on the development of engineering students' disciplinary writing skills. By the end of the course, students develop a manuscript that is suitable for submission to a peer-reviewed engineering journal. The impact of the course helping with actual publication was assessed through data collected from the course participants and their faculty advisors. Next, Shallcross presents a study in which the Eschede (Germany) train disaster is the focal point in an introductory course to first year engineering students. It is aimed to instill in them the importance of safety and good design. The learning is assessed in the classroom using concept maps. A method is proposed to analyze the concept maps to assess student and cohort learning.

In the final paper, Sheble et al. present the development and implementation and assessment of a project-oriented undergraduate-level laboratory experiment centered on evaluating the performance of a scale-model wind turbine. Information about construction of the laboratory set-up and examples of results obtained by students are discussed. The impact on learning was assessed by pre- and post-project examination in addition to a students' survey.

I wish to thank all the authors for their valuable contributions. I hope, as usual, that the readers find this issue of the IJEE interesting, useful and thought provoking.

Ahmad Ibrahim