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Volume 26 Number 1

**Contributions in: Mechatronics, Robotics, Electric Machines,
Civil Engineering, Computer Aided Design and Modelling,
Multidisciplinary Teaching, Collaborative Learning,
Teacher Training, Evaluation, Relationship with Industry,
and Education Research**

The International Journal of ENGINEERING EDUCATION

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The Item-fee Code for this publication is: 0949-149X/92 \$3.00 + 0.00

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The journal has published recently in numerous areas of engineering education including:

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MANUSCRIPT SUBMISSION

Manuscripts are to be submitted to the Editor, Dr. Ahmad Ibrahim by e-mail at: ijee.editor@gmail.com

Manuscripts should be submitted in English as MSWord documents (.doc).

Authors submitting a revised manuscript need to outline separately the response to the reviewers' comments and the changes introduced to the manuscript.

Manuscripts will be reviewed; all accepted revised manuscripts should be submitted following the style of the Journal (a short guide is provided at the homepage of the IJEE). They will be copy-edited and typeset. The proofs in PDF format will be sent to the authors for their approval before publication.

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REVIEW CRITERIA

Manuscripts that appear to be within the scope of the Journal will be peer-reviewed. Reviewers are asked to consider several aspects of the manuscript, including:

Content: clarity of objective, technical correctness, scope covered, conclusions drawn as supported by the data presented, proper literature survey, impact on teaching and learning, contribution to engineering education, etc.

Originality: presence of new ideas or innovative contribution.

Structure: logical layout, proper use and adequate number of figures, diagrams, tables, etc.

Quality of text: being concise, correct grammar and spelling, clarity of expression, consistency, readability, citation appropriate references, etc.

PAGE CHARGES

Authors of accepted manuscripts are asked to pay page charges; the total page charges are calculated according to the number of pages to be published based on the proofs sent to the authors. Details are provided at the home page of the IJEE.

A selection of papers accepted for publication

- Dym**—Sustainability: Affirming Engineering Values
- Lewis**—Sustainability: The View from a Practitioner’s Perspective
- Lau**—Sustainable Design: A New Paradigm for Engineering Education
- Corson**—Sustainable Design as a Sustained Upstream Effort
- Jitesh *et al.***—A Collective-Learning Approach to Sustainable Design Education
- Lande and Leifer**—Difficulties Student Engineers Face Designing the Future
- Johri**—Open Organizing: Designing Sustainable Work Practices for the Engineering Workforce
- Cardenas *et al.***—Sustaining Sustainable Design through Systemic Thinking
- Linder**—Achieving a Sustainable Environmental Perspective
- Oliver**—Experiences with Life-Cycle Aware Computer Architecture
- Kilgore *et al.***—From beginning to end: How engineering students think and talk about sustainability across the life cycle
- Gerber**—Learning to Waste and Wasting to Learn? How to Use Cradle to Cradle Principles to Improve the Teaching of Design
- Adams *et al.***—Exploring student differences in formulating cross-disciplinary sustainability problems
- Strobel *et al.***—Not all Constraints are Equal: Stewardship and Boundaries of Sustainability as Viewed by First-Year Engineering Students
- Goff *et al.***—ROXIE: Real Outreach eXperiences In Engineering First-Year Engineering Students Designing for Community Partners
- Thompson**—Green Design in Cornerstone Course at KAISY: Theory and Practice
- Cardella *et al.***—Sustaining Sustainable Design through “Normalized Sustainability” in a First-Year Engineering Course
- Stiver**—Sustainable Design in a Second Year Engineering Design Course
- Morris and Steiner**—Quantifying Sustainability through Reverse Engineering: A Multi-Disciplinary Senior Capstone Experience
- Rhee *et al.***—Pilot Implementation of an Interdisciplinary Course on Climate Solutions
- Lambert**—Sustainable Design Throughout the Curriculum Using Case Studies
- Williams *et al.***—Designing Hands-On Teaming Activities: Exploring Sustainability Tradeoffs for Courses with Large Enrollments
- Tate *et al.***—Transdisciplinary Approaches for Teaching and Assessing Sustainable Design
- Bremer**—Teaching Creativity and Innovation using Sustainability as driving force
- Vanasupa *et al.***—The systemic correlation between mental models and sustainable design: Implications for engineering educators
- Linsey and Viswanathan**—Innovation Skills for Tomorrow’s Sustainable Designers
- Paretti *et al.***—Sustaining Interdisciplinary Projects in Green Engineering: Teaching to Support Distributed Work
- Doepker**—Sustaining Sustainable Engineering Design Projects
- Fleischmann *et al.***—Sustainability: A Campus Initiative
- Oehlberg *et al.***—Sustainable Product Design: Designing for Diversity in Engineering Education
- Wesner**—What We Have Learned at Mudd Design Workshop VII: “Sustaining Sustainable Design”