Editorial

This issue of the IJEE is the last issue of 2015. It has two parts; the first part, 31-6(A), addresses various topics in engineering education by authors from: USA, Iceland, Canada, Turkey, South Africa, China, Botswana, Chile, Poland, Sweden, Israel, Spain, UK, and Brazil. The second part is a special issue that has selected papers from the 2014 Capstone Design Conference held in Columbus, Ohio, USA. Its objectives were to discuss, analyze, and improve capstone design education. It is guest-edited by Professors Steven Beyerlein, Jay Goldberg, Susannah Howe, Scott Palo, Renee Rogge, and R. Keith Stanfil. I would like to express my gratitude for their continuous support of the IJEE and the time and effort they've devoted for this special issue. Additionally, I wish to thank all the authors for their valuable contributions and I hope the readers find this issue to be useful and of interest to read.

Over the course of this year, the IJEE published several other special issues, including:

Volume 31, Number 1(B): Engineering Education: Beyond Technical Skills

Part II—Case studies linked to the promotion of specific technical skills. It was guest-edited by Professors Araceli Herández Bayo, María Luisa Martínez Muneta and Andrés Díaz Lantada from the Universidad Politécnica de Madrid, Madrid, Spain.

Volume 31, Number 2, Section I: Current Trends of E-Learning in Engineering Education. It was guest-edited by Professor Wei-Fan Chen of Pennsylvania State University, USA.

Volume 31, Number 3: Innovative Methods of Teaching Engineering. It was guest-edited by Professors Francisco José García-Peñalvo—University of Salamanca, Spain, and Ricardo Colomo-Palacios—University Carlos III of Madrid, Spain.

Regular contributions through the year addressed a variety of topics such as:

Women in Engineering, Female Belongingness, Gender, Creativity, Personality Traits, Socio-Emotional Competencies, Student Confidence, Misconceptions, Mathematical Thinking, Final Examination Formats, Intelligent Fuzzy Assessment, Transdisciplinary Practice, Distance Learning, Software Engineering, Professional Practice, Active Learning, Technology Assessment, Wiki System, Team Work, Motivation, Entrepreneurship, Engineering Education Research, Social Capital, Innovation, Leadership, International Teams, Engineering Design, Design-Based Learning, Knowledge Assessment, IT Service Management, Mobile Learning, Personalized Learning, Simulation, Electric Circuits, Digital Circuits, Hydrology, Project-Based Learning, Career Goals, Global Competencies, Multinational Design Projects, Concept Maps, Academic Dishonesty, Outreach, Mechatronics, Hydraulics, Parallel Computing, Fluid Mechanics, Chemical Engineering, Robotics, Nanotechnology, Industrial Engineering, Student Retention, Workload, First Year Students, Student Evaluation of Teaching, Case-Based Instructions, Problem Solving, Conceptual Understanding, Integrated Thinking, Life-Long Learning, Learning Tools, E-Learning, Multimedia, Student Competition, Impact of Economic Crisis, STEM, Materials Science, Civil Engineering, Engineering Sciences, Mechanical Engineering, Dynamics, Industrial Computing, and Supply Chain.

Thompson Reuters reported that the number of papers published in 2013 was 142 and 140 papers in 2012, which means that the total number of published papers in the two year period was 282. The number of citations in the year 2014 of papers published in 2013 was 62, and in the year 2012 it was 102, with the total number of citations during this period being 164. A calculation was presented where the number of citations is divided by the number of published papers resulting in a value of 0.528; the number is referred to as an impact factor. It is interesting to observe that this number would have been lower if more papers were published for the same number of citations, and vice versa.

It was also reported that the total number of references cited by IJEE authors was 4,910 and self cites was 369; self cites in this context refers to the situation where the authors cite references by other authors but published in the same journal. It seems that more than 90% of the references cited are from sources other than the IJEE. This could imply that although the authors consulted the IJEE, they also conducted extensive literature surveys beyond the IJEE. More statistical data about the IJEE and many other journals is available from Thompson Reuters and from Scopus (available free online).

The web administrator of the IJEE also provided some interesting statistics. For example, for the period of September 2014 to August 2015, the average number of visitors per day was 2,248. The active countries, in descending order, include: China, USA, India, Germany, UK, Canada, France, Philippines, Malaysia, UAE,

Russian Federation, Australia, Japan, Ukraine, Turkey, Pakistan, Spain, Ireland, and Indonesia. It is worth noting that some of the listed countries are not as active in publishing in the IJEE. Perhaps the reason for accessing the IJEE web site is not only to consult papers for citation purposes but also to gain knowledge that has had a useful impact on engineering education.

I hope that the IJEE has served well the international engineering education community throughout this year and it continues to do so over the coming years. I wish a happy and prosperous New Year to everyone.

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