

# Editorial

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This issue of the IJEE (32-3) has two parts; the first part, 32-3(A) includes a special issue on Computer Engineering Education. It is guest-edited by Professor Eugenijus Kurilovas, Vilnius University, Lithuania, to whom I would like to express my thanks and appreciation.

The first part also includes papers that address various topics in engineering education including: Teaching Practices, Assessment, Teamwork, Motivation, Entrepreneurship, Innovation, Curriculum Development, Project-Based Learning, Biomedical Technology, Robotics, Industrial Engineering, Civil Engineering, Computer Engineering, and Mechanical Engineering. The papers were contributed by authors from: USA, Spain, Australia, Brazil, South Korea, Portugal, Spain, Sweden, and Italy.

The second part, 32-3(B), includes a special issue with contributions from the Mudd Design Workshop IX: Design Thinking in Design Education. It is guest-edited by Professor Gordon Krauss, Harvey Mudd College, Claremont, USA, to whom I wish to express my thanks and gratitude.

In addition to my gratitude to the guest editors, I wish to thank all the authors for their valuable contributions and I hope that the readers find both parts of issue 32-3 to be of interest and feel the papers were written and presented with loving care.

A few weeks ago I had the privilege to attend the 32nd Annual J.W. Hodgins Memorial Lecture at McMaster University (<http://www.eng.mcmaster.ca/hodginslecture>), the title of which was: *What's Love Got to Do with It? Educating the Professional of the Future*. This memorial lecture was established by the Faculty of Engineering of McMaster University in 1983 as a memorial to Dr. John W. Hodgins, the first Dean of Engineering at McMaster. The Degree programs at the university began in 1890; it was not until 1956 that engineering education started when the university appointed Dr. Hodgins as its first Director of Engineering Studies.

After the lecture I reflected that care about and love of what one does is important. It seems that we are re-discovering this in engineering education. However, I am not sure how the re-discovery would impact a modern trend that suggests that students are customers. Customers are expected to get their moneys' worth from a service provider, a commodity dealer or a knowledge dispenser; maybe that is true. But students always get much more than they could bargain for from actual teachers, not individuals posing as teachers. Karl Menninger was attributed to say that: "What the teacher is, is more important than what he teaches". Alexander III, the King of Macedonia was attributed to say: "I am indebted to my father for living, but to my teacher for living well". Aristotle had been his teacher.

In a crowded engineering classroom, with teachers under various pressures and facing uncertainties caused by decision makers, love and care may not be abundant. I wonder what a modern *education customer* would say about his *knowledge dispenser*. I would imagine something along the lines: "I may be grateful to you, but the one to whom I am really indebted is the bank"

Other related thought provoking statements made during the lecture were to the effect that the idea that *university is a collection of experts is being challenged because of the internet; did we lose faith in university?* Some people would argue that defining a university as merely a collection of experts is similar to saying that a pile of lumber is furniture or a pile of bricks is a house. If it is really just that, then it should have been challenged long time ago, internet or not. Are we driving it to be like that and then conclude it should be replaced by the internet? Some people fear that bankers' and industrialists' direct and indirect intervention in engineering education has led to results that are not a glaring success. Should future change continue in the same direction they initiated? When banks failed, governments bailed them out; if an education system fails it would not be that easy to recover. In deeded, return to actual love and care is needed by all involved in engineering education; just using new vocabulary has not been good enough and perhaps will not help in the future either.

Ahmad Ibrahim