

Editorial

This issue has two sections; the first is a special issue on Open Source and Collaborative Project Based Learning in Engineering Education. It is guest-edited by Professors Andrés Díaz Lantada and Carmelo De Maria to whom I wish to express my gratitude for suggesting the topic and for their effort and expertise in the review process.

Contributions to this section came from authors from Spain, Italy, Brazil, USA, Taiwan, Ecuador, Turkey, Chile, Croatia, UK, Israel, Portugal, Japan, Thailand, and Australia.

The papers of the second section address various topics in engineering education including: Global Competence, Internship, Flipped Classroom, Low Self-esteem, Industry 4.0, CDIO, Motivation, MOOC, Assessment, and Critical Thinking, Distributed Practice, and Engineering Mathematics. The contributions are by authors from the USA, Taiwan, and Turkey.

I wish to thank all the authors for their valuable contributions to both sections and I hope the readers find the papers interesting, timely, and useful.

Brexit may have become a reality by the time this issue reaches the readers. Its impact on engineering education and related areas not only in Britain but also in several other countries has been the subject of speculation in an attempt to find answers to questions such as: how might Brexit affect current and prospective engineering students in their studies, mobility, and employability? How might colleges of engineering, educators, curriculum, accreditation, and international recognition, engineering research and innovation be impacted? Would there be an impact upon engineering publications, communications, and journals? These questions do not have simple answers due to numerous unknown factors and uncertainties. Analysis may end up being too complex to be useful or too simplistic to be meaningful. Some speculative opinions put forward are optimistic while others are pessimistic. There are suggestions that the impact on engineering education and related areas, nationally and internationally, would be minimal, others suggest it would be substantial with the overall impact negative or perhaps even positive. Some believe that the impact is unknown and would vary from case to case. One may then conclude that the full-scale outcome cannot be predicted with a high level of confidence.

Only time and the actions by involved parties including decision makers at all levels will reveal the full impact. For now, one can only hope that engineering education and individuals involved everywhere would be able to sail smoothly in this turbulent sea of uncertainty through applying sound engineering thinking, good judgement, flexibility, and adaptability.

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