

Editor-in-Chief: Michael Wald

Volume 21 Number 2

Part I

**Special Issue on The Entrepreneurial Engineer:
Educating Tomorrow's Innovator**

Guest Editor

John Feland

Stanford University

Part II

**Contributions on Engineering Education Research,
Engineering Design, Digital Electronics, Optical and
Biomedical Imaging, Control Engineering, Mechanics,
Software Engineering**

The International Journal of ENGINEERING EDUCATION

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Published 6 per annum

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The International Journal of ENGINEERING EDUCATION

Aims and Scope

This journal serves as an international interdisciplinary forum and source of reference for engineering education. A balance between papers on developments in educational methods and technology, case studies, laboratory applications, new theoretical approaches, educational policy and survey papers is aimed for. Comprehensive coverage of new education schemes and techniques makes the journal a unique source of ideas for engineering educators who are keen to keep abreast with latest developments in educational applications in all fields of engineering. The journal will cover engineering education news and open debates on engineering education policy related topics of transnational interest.

Some of the areas covered more extensively in recent issues are: CAD, CAE, computer applications in teaching thermodynamics, materials science, electrical engineering, new courses and curricula, engineering management, control engineering, mechanical engineering, engineering design, student evaluation and institutional accreditation.

Special issues on topics such as computer-aided engineering, engineering thermodynamics and engineering design are published periodically.

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Papers for inclusion in the Journal should be submitted for refereeing to the Editor-in-Chief. The Editor-in-Chief should be informed by the authors of any submission made directly to a member of either Board.

The papers should include detailed information on relevance of the material to engineering education. Only papers not previously published will be accepted and, once accepted for the Journal, must not be published elsewhere.

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Images and figures should be included in the Word document or transmitted as separate GIF files. Hardcopies may be requested for improving the resolution of the print version. All published papers are available in print and online form.

News items of transnational interest, including courses and workshops, should be submitted to the Editor-in-Chief, **Dr. Michael Wald** ijee@eircom.net

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Book references should be given as:

2. P. H. Parkin and H. R. Humphreys, *Acoustics, Noise and Buildings*, p. 84. Faber, London (1961).

Abbreviations of journal titles will follow *World List of Scientific Periodicals*.

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Lyons—A Survey of Engineering, Science and Mathematics Education Centers in the United States

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Eder—Survey of Pedagogics Applicable to Design Education: An English Language Viewpoint

Stanley *et al.*—Traffic Monitoring Using a Three-Dimensional Object Tracking Approach

Anderson *et al.*—Implementing and Assessing Computer-Based Active Learning Materials In Introductory Thermodynamics

Koushki *et al.*—Kuwait Engineering Students' Attitudes Towards Teaching and Teachers

Burgess—An investigation into engineering graduates' understanding of probability theory

Hochstenbach—Quantitative Modeling of an Air Conditioning Problem

Maglaya—Development of a Waste Heat Recovery Mechanical Dryer

Zeligman, Fisher—Self-Assessed Student Learning Outcomes in an Engineering Service Course

Xuefeng, Ram—Teaching Intelligent Agents to Industrial Engineering Majors

Woods—Estimation of Light Speeds Using PC/Windows Networked computers

Zhang—Theory, Practice, and Systems—A New Approach to Teaching Electronic Communications with MATLAB

Sabah—Contribution of International Environmental Design Competitions in Raising the Profile of Environmental Education in Engineering Students

Ogot—Integrating Systematic Creativity into First-Year Engineering Design Curriculum

Steif, Dollar—Reinventing the Teaching of Statics

Walker *et al.*—Expert and Student Conceptions of the Design Process: Developmental Differences with Implications for Educators

Nesbit *et al.*—A Design and Assessment Based Introductory Engineering Course

Al-Jibouri *et al.*—Use of a Simulation Model as a Game for Teaching Project Management