Editor: Ahmad Ibrahim

Volume 28  Number 1

Contributions in: Project-Based Learning, Creativity, Internship, Apprenticeship Programs, Final Year Projects, Engineering Identity, Mathematics Self-Efficacy, Motivation, Life-Long Learning, Global and Cross-Cultural Experiences, Language as a Barrier, Remote Laboratories, Solid Mechanics, Electrical Machines, and Flight Mechanics
The International Journal of Engineering Education (IJEE) is an independent, peer-reviewed journal. It has been serving as an international archival forum of scholarly research related to engineering education. The Journal publishes six issues per year.

The Journal has published papers in numerous areas of engineering education, including:

- Electrical/Electronics Engineering
- Mechanical Engineering
- Civil Engineering
- Chemical Engineering
- Computer Engineering
- Agricultural Engineering
- Aerospace Engineering
- Mathematics
- Statistics
- STEM Learning
- Thermodynamics
- Structural Engineering
- Control Engineering
- Robotics
- Mechatronics
- Fluid Mechanics
- Nanotechnology
- Simulators
- Web-Based Learning
- Remote Laboratories
- Engineering Design
- Engineering Education Research
- Assessment
- Problem-Based Learning
- Sustainability
- Creativity
- Cooperative Learning
- Active Learning
- Motivation
- Outreach
- Women in Engineering
- Needs of Industry
- International Cooperation

Submission of Manuscripts
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 available online and at the end of the print issues). They will be copy-edited and typeset. The proofs in PDF format will be sent to the authors before publication.

Copyright
By submitting a manuscript the author(s) declares that the manuscript was not published before, that it is not being considered for publication elsewhere, and that if accepted for publication in the IJEE, will not be published anywhere else. If accepted for publication in the IJEE, the authors agree to transfer the copyright to the Journal and to honour the page charges.

Page Charge
Authors of accepted manuscripts are asked to pay a page charge; the total charge is calculated based on the number of pages of the proofs. Details are provided on the web page of the IJEE.

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 of appropriate references, etc.
A selection of papers accepted for publication

Rhee et al.—Influence of Personality on a Senior Project Combining Innovation and Entrepreneurship

Manuel et al.—Supporting Students’ Technical Innovation in Capstone Design: Insights into the Human Connection

Gerber et al.—Extracurricular Design-Based Learning: Preparing Students for Careers in Innovation

Thompson—Fostering Innovation in Cornerstone Design Courses

Strong—An Approach for Improving Design and Innovation Skills in Engineering Education: The Multidisciplinary Design Stream

Goldberg—Learning to Identify Unmet Needs and New Product Opportunities

Brunhaver et al.—Fostering an Enterprising Learning Ecology for Engineers

Beckman and Barry—Teaching Students Problem Framing Skills with a Storytelling Metaphor

Johri and Teo—Assessing the Effectiveness of Open Organizing as a Model for Redesigning Design Learning

Schaefer et al.—Educating Engineers for the Near Tomorrow

Magee et al.—Beyond R&D: What Design adds to a Modern Research University

Jørgensen and Valderrama—Entrepreneurship and Response Strategies to Challenges in Engineering and Design Education

McCormack et al.—Contextualizing Professionalism in Capstone Projects Using the IDEALS Professional Responsibility Assessment

Duval-Couetil et al.—Engineering Students and Entrepreneurship Education: Involvement, Attitudes and Outcomes

Yasuhara et al.—Educating Engineering Entrepreneurs: A Multi-Institution Analysis

Garcia et al.—Learning through Entrepreneurially Oriented Case-Based Instruction

Oden et al.—Outcomes of Recent Efforts at Rice University to Incorporate Entrepreneurship Concepts into Interdisciplinary Capstone Design

Daly et al.—Assessing Design Heuristics for Idea Generation in an Introductory Engineering Course

Silva and Faria—Two Approaches to Design Teaching in a Mechanical Engineering Curriculum

Oehlberg et al.—Teaching Human-Centered Design Innovation across Engineering, Humanities and Social Sciences

Butler et al.—Improving the Aerospace Capstone Design Experience through Simulation Based Learning

Altman et al.—The Key Ideas of MDW VIII: A Summary