

## Editorial

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The current issue (37-3) has contributions by authors from institutions in Chile, USA, Slovenia, Poland, Canada, Colombia, Saudi Arabia, Kuwait, Kazakhstan, Serbia, Norway, and Israel.

The topics addressed include: Microlearning, Blended Classroom, Creativity, Evaluation, Active Learning, Design Courses, STEM, Design Process, Academic Success, Underrepresented Minorities, First-Year Students, Maker Cultures, Skill Gap, Empathy, Society 5.0, Students Outcomes, Early Career, E-Learning, Cooperative Learning, Sustainable Approach, Assessment, Learning Strategies, Fluid Mechanics, Digital Systems, Embedded Systems, and Electrical Engineering.

I think the reader will find the papers in this issue useful, clear and not just stating the obvious; but adding new knowledge to varied areas of engineering education.

I hope that colleagues who submit manuscripts to the IJEE find it a pleasant experience even if the manuscript is declined. It is better for everyone that a published paper has a potential positive impact on the researchers and the practitioners. Many manuscripts are very quickly rejected, simply because they are out of the scope of the journal. The IJEE considers for publication only manuscripts that are in the area of engineering education. Further, lecture notes, laboratory instructions, and internal reports are not considered for publication. This seems obvious, however, the number of manuscripts that have to be declined because of being outside the scope of the journal appears to be on the rise. Perhaps, *many people know many obvious things they completely fail to do, despite their knowledge* as was said by Scott Berkun (author of several books including: *How Design Makes the World*). I would say, reminders and attention could help.

Speaking of the obvious, figures are an important way of presenting data. However, their meaning and usefulness erode if they are not well designed, for example if the axes are not labeled meaningfully. Captions are also an important aspect of the figures and need to be carefully phrased. If a figure does not convey information to the readers it is better not to be included. However, it seems that authors of otherwise very good papers, neglect such obvious aspects. Deficiencies detract from all that is excellent. Luckily, in this case it can be remedied through careful authorship.

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