

Editorial

The current issue (37-5) has contributions by authors from institutions in USA, Chile, Mexico, China, Peru, Spain, Colombia, UK, Serbia, UAE, and Canada.

The topics addressed include: Analysis of the IJEE Impact, First Generation, Engineering Undergraduates, Relevance of Physics, Sustainable Design, Undergraduate Research, Gender, Inclusivity, Assessment, Sociotechnical Integration, PBL, Active Learning, Blended Learning, Motivation, Work-Integrated Learning, Course Development, Competition-Based Learning, First-Year Students, Instrument Development, Systems Thinking, Visual Communications, YouTube, Professional Skills, Constructive Alignment, and Leadership.

In the first paper of this issue, Brozina, Katz, and Johri put tremendous time and exerted remarkable ingenuity to analyze IJEE papers published over the past 25 years (from 1969 to 2020). One of their findings was that the most consistently cited papers over the years covered topics that include: Methods of Teaching, Learning Styles, New Technology Applications, PBL, and Engineering Design. Learning Process, First-Year Students, and Teamwork saw an increase in popularity over the years. Topics mentioned also include: Assessment, Program Design/Development, Remote/Virtual Labs, Workforce Integration, K12, and Women in Engineering. There were also papers that discuss specific topics such as Creativity, Entrepreneurship, Innovation, and Sustainability.

The authors used citations as a measure of popularity and influence on the field. They suggested that analysis of citations is relatively simple and effective. However, they acknowledged that papers could be read and discussed (and I would add: benefit the readers) without being cited. They also pointed out that an overall lower citation count within a field or journal is not necessarily indicative of more or less impact. They explained that engineering education, being an interdisciplinary field but with publications that resemble social sciences more than engineering, citations will necessarily be lower than in single-disciplinary fields. I would like to add that the IJEE papers are, in general, meant to be of interest, not only to social scientists/researchers but mainly to engineering educators everywhere. Although the paper has its limitations yet it presents a wealth of information and analysis upon which engineering educators could reflect.

A new topic that seems to be of current and future interest would be the impact of the global pandemic on teaching and learning engineering. Diversity, Inclusivity, and Accessibility fortunately gained more visibility in society at large and in engineering education in particular.

I wish to thank the authors and all involved for their effort and dedication. I also wish everyone happy and inspiring reading in a healthy and safe environment.

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