Editorial

The current issue (38-1) of the IJEE is the first one of this year. I hope that 2022 will be better than the previous one. Similar hope was expressed at the start of 2021 and was partially fulfilled. I wish it will be completely fulfilled in the coming months.

The issue has two sections. The first section is a special issue on Designing Engineering Design Education in Canada. It is guest-edited by Christopher Rennick, Ada Hurst, Steve Lambert, and Meagan Flus – University of Waterloo, Ontario, Canada; I wish to thank them for their time and effort. Although the papers have a Canadian focus, I think they address issues of interest not only to Canadian educators but also to the international engineering education community.

The second section has contributions by numerous authors on varied topics related to engineering education, including: Spatial Skills, Embedded Systems, Sustainability, Personalized Learning, Engineering Identity, Depth of Discipline, Virtual Reality, Challenge-Based Learning, Cooperative Programs, Assessment, Academic Dishonesty, Depth vs. Breadth, Leadership, Entrepreneurship, Service learning, and Laboratory Work.

The authors are from institutions in USA, Pakistan, Canada, China, Taiwan, Spain, Saudi Arabia, and Iceland.

I wish to thank all the authors for their valuable contributions and wish the readers inspiring reading in a happy and healthy environment.

Among the consequences of the pandemic is the increased dependance on distance education. Some educators and students think very highly of online teaching and learning, while others despise it. Some educators believe that online activities are major factors of what they feel is rampant online cheating. They point out that there are even Internet-based businesses that help the students to cheat by providing personalized solution to homework questions and report writing among other services for a fee. Other educators see online teaching and learning is like any other approach has its advantages and disadvantage and that *misuse is no argument against proper use (abusus non tollit usum)*.

Here are a few questions to think about. Why would a student, who is otherwise honest, resort to online cheating? Why are highly qualified individuals willing to associate with dubious online businesses? If an organization sued a so-called study-guide company perceived by some as helping students to cheat, would the issue be related to profitability or related to concern for education integrity? Will universities and governments lead by example, not only through legislation but also by visible genuine care about students and their educators?

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