Editorial

The current issue (38-3) has two sections. The first section is a special issue on: Ethics, Social Responsibility and Sustainability in Engineering Education.

There are fifteen contributions by 44 authors from institutions in: Portugal, Germany, USA, New Zealand, Spain, UK, Canada, Brazil, and Kuwait.

Within that theme of Ethics, Social Responsibility and Sustainability in Engineering Education, varied topics were addressed. For example: accessibility for all; co-design, competencies, engineering faculty views, assessment, curriculum development, engineering courses large classes, gender gap perception, project management, team-based learning, engineering design, stereotyping problems, and good practices.

The special issue is guest-edited by Professors Marc Alier Forment – Universidad Politécnica de Cataluña, Spain and Miguel Ángel Conde – Escuelas de Ingenierías Industrial e Informática, University of León, Spain. I am very grateful to both of them for suggesting the topic and for their time and effort they invested in guest-editing this special issue.

The second section 31 authors contributed eight papers addressing various topics including: STEM, Teamwork, Psychological Safety, PBL, Big Data, Gender, Identity, Industry Skill Gap, Apprenticeship, Competencies Progress, Learning Modules, Computer Science, Manufacturing Engineering, and Fluid Mechanics.

The authors are from institutions in Lithuania, Iran, USA, China, Denmark and Slovenia.

I would like to thank all authors for their valuable contributions and I hope the readers find both sections to be interesting and helpful.

Ahmad Ibrahim