

Editorial

The current issue (38-4) has two sections. The first section is a special issue on:

Variation and Prospects of PBL in Engineering Education.

The section has eight contributions by authors from institutions in Slovenia, USA, Spain, Denmark, China, UK, and Chile.

It is guest-edited by Professors Xiangyun Du – Qatar University and Aalborg PBL Centre, Aalborg University, Denmark, Juebei Chen, Aida Guerra, and Anette Kolmos – Aalborg PBL Centre, Aalborg University, Denmark. I am very grateful to them for suggesting the topic and for their time and effort they invested in guest-editing this special issue.

The second section has 14 contributions in topics addressing varied issues in engineering education including: Active Learning, STEM, Problem Solving, Gender, First Year Students, Living Community, Diversity, PBL, Quality Assurance, Faculty Development, Assessment, Prediction Model, Retention, Interdisciplinary, Extended Curriculum Program Blended Learning, Electrical Engineering, and Material Science and Engineering.

The authors are from institutions in USA, Saudi Arabia, South Africa, Denmark, Israel, and Spain.

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

Ahmad Ibrahim