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Editorial

The current issue (38-5) has two parts. The first part, 38-5(A) has 19 contributions in topics addressing varied issues in engineering education including:

Software Architecture, Chemical Engineering, STEM, Internet of Things, Industry 4.0, Mathematics, Material Science, Mechanical Engineering, Civil Engineering, Industrial Engineering, Assessment, Doctoral Students, Engineering Ambassadors, Leadership, Team-Based Learning, PBL, Postdoctoral Training, Engineering Identity, Research Assistants, Remote Labs, Study Habits, Advisory Board, Distance Learning, Motivation, Problem Solving, Self-Regulated Learning, Gamification, and Active Learning.

The authors are from institutions in: Serbia, China. USA, Cyprus, Greece, Denmark, Taiwan, Brazil, Sweden, Spain, and New Zealand.

The second part, 38-5(B), is the third and final part of the special issue on: Engineering Education Everywhere: Good Practices for Emergency Situations and Remote Regions. It has 19 contributions by authors from institutions in: USA, Colombia, China, Thailand, Serbia, Pakistan, Mexico, Spain, Malaysia, Jordan, Egypt, Israel, and Australia.

The three parts are guest edited by Professor Andrés Díaz Lantada – Escuela Técnica Superior de Ingenieros Industriales, Universidad Politécnica de Madrid, Spain, and Professor José Luis Martín Núñez – Instituto de Ciencias de la Educación, Universidad Politécnica de Madrid, Spain. I would like to express my gratitude and appreciation to them for the amazing work they did, the time invested and the profound thoughts given to the enormous task of guest editing the three parts.

The first part of the special issue was included in issue 37-6; it had 11 contributions by authors from: Colombia, Italy, USA, Singapore, Kenya, Ethiopia, Mexico, Uganda, South Africa, Malawi, Nigeria, France, Slovakia, Korea, Spain, Saudi Arabia, and Peru. The second part was included in issue 38-2; it had 12 contributions by authors from institutions in: USA, UK, Serbia, Colombia, Pakistan, Spain, Canada, Israel, Turkey, Guatemala, and Taiwan. This brings the total number of contributions of the three-part issue to 42 from authors from institutions in (listed alphabetically):

Australia, Canada, China, Colombia, Egypt, Ethiopia, France, Guatemala, Israel, Italy, Jordan, Kenya, Korea, Malawi, Malaysia, Mexico, Nigeria, Pakistan, Peru, Saudi Arabia, Serbia, Singapore, Slovakia, South Africa, Spain, Taiwan, Thailand, Turkey, Uganda, UK, USA, with the dominant number of contributions being from the USA.

I hope that the considerable body of work presented in the parts will prove to be an asset to the engineering education community at large, not only those interested in emergency situations and remote teaching and learning.

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

Ahmad Ibrahim