

# Editorial

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The current issue (39-5) has contributions in various topics related to engineering education including: COVID-19, Persistence, Self-Learning, MOOC, First-Year Engineering, PBL, Industrial Practice, Diversity, Equity, and Inclusion, Engineering Design, Engineering Ethics, Accreditation, Double Minority Status, Dropout, Assessment, Adaptability, Learning and Engagement, Academic Performance, Student Success, STEM, School Culture, Mechanical, Electromechanical, Civil, Electric, Computing, and Material Engineering. The authors are from institutions in: USA, Spain, Brazil, Sweden, Denmark, China, Hong Kong, Chile, Kazakhstan, and Jordan.

I would like to thank all the authors for their valuable contributions. I hope also, the readers find the papers included in this issue to be useful and interesting.

In the editorial of the previous issue (39-4) answers from the AI language model Chat GPT (Generative Pre-Trained Transformer), were presented. The questions related to some aspects of engineering education, which were answered by the AI. The answers seemed reasonable and acceptable.

The reasonable information provided was based on specific questions asked. However, can AI ask its own questions? Here is its abridged answer to this question:

AI language models, such as GPT-3, can provide answers based on the input or context provided to us. We are designed to understand natural language and generate human-like responses to a wide range of questions and prompts. However, we do not have consciousness or the ability to initiate questions on our own.

While AI systems can be programmed to follow specific rules and generate questions based on predefined patterns or algorithms, we do not possess the ability to generate questions independently or spontaneously. Our responses are generated based on the patterns and knowledge found in the data we were trained on, but we lack true understanding and the ability to think or reason like humans.

In summary, AI language models can provide answers to questions, but cannot initiate questions by ourselves. Our responses are generated based on patterns in the data we were trained on, and we lack consciousness and independent thought.

This is very important distinction of which the AI is aware; I hope humans, and particularly engineering educators, are also aware. Engineering education should not be viewed as simply training students to do tasks, in groups or individually, without necessarily true understanding or ability to think or reason. They may be job-ready (as some educational institutions acclaim) as a module to be placed in some industrial operation to be replaced when obsolete.

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