

Editorial

This issue of the IJEE (40-1) marks the beginning of the 40th year of the publication of the International Journal of Engineering Education. Engineering education has encountered numerous changes over the past four decades. However, the goal of the IJEE did not change as it was established by Prof. Dr. Michael Wald. He set the goal as to serve the international engineering community at large. The IJEE continues to embrace that goal and hence continue to embrace inclusivity and diversity without much ado: *facta, non verba*.

This issue has two sections; the first is a special issue on: Current Developments in Interactive Pedagogies in Teaching and Learning of Energy-related Engineering Subjects. It is guest-edited by Professors Diana Bairaktarova and Thomas Diller – Virginia Polytechnic Institute and State University. I am grateful to them for suggesting the topic and for their hard work.

The second section has contributions in varied topics related to engineering education. The topics include: K-12 Engineering, Learning Outcomes, Student Engagement, Gamification, Distance Learning, Flipped Classroom, STEM, Virtual Office Hours, PBL, Pedagogy Approaches, Motivation, Technical Reports, Interpersonal Skills, Creativity, Attendance and Performance, Curriculum Demands, Retention, Teamwork, Simulations, Thermodynamics, Power Engineering, Instrumentations, Chemical Engineering, Civil Engineering, and Industrial Engineering.

The authors are from institutions in: USA, UK, Sebia, India, Sweden, Australia, and South Africa.

I wish to thank all authors, guest-editors, reviewers, and readers for their support of and interest in the IJEE and wish all a wonderful New Year.

Ahmad Ibrahim