

Editorial

This issue of the IJEE has two parts: 42-5(A) and 42-5(B).

The first part has 22 contributions in varied topics related to engineering education including:

Nontraditional Students, Generative AI, Resilience, Online Learning, Large Language Models, Competency Indicator, First-Year Students, Entrepreneurial Mindset Teacher-Student Interaction, First Generation Students, Engineering Identity, PBL, Autonomy, Diversity, Innovation, Virtual Mentorship, Industry-Academia, Human-AI Collaboration, Entrepreneurial Readiness, Learning Style, Accreditation, Conceptual Understanding, Outcome-Based Education, Underrepresented Groups, Blended Learning, CNC Machining, Environmental Engineering, Manufacturing Engineering, IC Design, Engineering Programing, Biomedical Engineering, Software Testing, Thermodynamics, Image Processing, and Mechanical Design.

The authors are from institutions in USA, China, Taiwan, Sarawak, Canada, Indonesia, Ghana, Colombia, Spain, and UK.

I am grateful to all the authors, their continuous interest in sharing their knowledge and expertise with the international engineering community through the IJEE

The second part is a special issue based on selected papers from the Clive L. Dym Mudd Design Workshop XIV, Engineering Design Education and Artificial Intelligence: Bridging Creativity and Technology for Future Innovators. The Workshop was held in May 2025 at Harvey Mudd College in Claremont, California, USA.

The special issue is guest-edited by Professor Gordon G. Krauss. Prof Krauss also provided an insightful reflection paper in addition the guest editorial. I would like to express my deep appreciation to him for his continuous interest in and support of the IJEE.

Ahmad Ibrahim