Editorial

This issue, 33-5 (September/October) of IJEE has two sections. The first is a special issue based on selected papers from the 2016 Capstone Design Conference. The guest editors are Professors Susannah Howe, Steven Beyerlein, Scott Palo, Peter Rogers, R. Keith Stanfill, Patsy Brackin, Junichi Kanai and Jim Vallino. I wish to express my gratitude to all of them for the time, effort, and expertise they devoted to this issue.

The second section has contributions on: Design Thinking, Service-Oriented Design, Flipped-Classroom, Project Based Learning, Game-Based Learning, Team-Building, Quality Assurance, Assessment, Online Laboratories, Distance Learning, Educational Resources, Motivation, STEM, K-12 Education, Operations Management, Computer Engineering, Electronics Engineering, and Mechanical Engineering. The countries of the over fifty contributors to this issues of the IJEE include: Brazil, USA, Korea, Spain, Turkey, Lithuania, Kuwait, Saudi Arabia, China, Greece, France and Taiwan.

I wish to thank all the authors for their valuable contributions to the IJEE and to the engineering education community. I hope that the readers will find both sections of this issue informative and interesting.

Recently, phrases such as *alternative facts* and *fake news* gained prominence in the popular media. Sometimes they are used justifiably and sometimes simply because an individual does not like a statement. I suppose it is a matter of time before such phrases or modified versions of them will appear in academia. I would like, however, to think that things are done differently in institutions worthy of being described as a University, College, or Academic Journal, even more so if they relate to engineering. However, we have to be aware that the mere use of any such descriptors (university, college, journal, and so on) by a business is not a guarantee of deserving trust. Trust needs to be earned.

In the June 2017 issue of the IEEE Industrial Electronics Magazine, Prof. Thilo Sauter relates information about the annual meeting of the editors and staff of the IEEE publications held to, among other activities, exchange ideas and best practices. He shared views that were presented about the network of trust which, he stated, is a core to the operations of the IEEE journals. Authors, editors, and reviewers need to trust one another. Although many verifications are carried out, ultimately trust has to exist. I would add that this applies to the IJEE as well. I would also suggest that a network of trust has to exist in an engineering education environment as well. Professors, administrators, and students need to be able to trust one another. Vigilance, of course, is still needed. One may ask whether it is safer not to trust (as if it were possible)? The wisdom of Lao Tzu says: *he who does not trust enough, will not be trusted*. In most endeavors, we need trust tempered with vigilance.

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