

Editorial

This issue, 34-6, is the final issue of the year 2018. This marks the completion of the 34th year of publication and I would like to thank the engineering education community at large for their continuous support of the IJEE.

The papers published throughout the year addressed topics related to:

Academia and Industry, Academic Performance, Active Learning, Capstone Projects, Challenge Based Learning, Co-Creation, Communications Skills, Concept Mapping, Conceptual Knowledge, Co-Op Programs, Creativity, Critical Thinking, Curriculum Development, Design Assessment, Design Courses, Design Education, Educational Software, e-Learning, Emotions, Employability Skills, Engineering Careers, Engineering Design, Entrepreneurship, Ethics, Evaluation, Faculty Attitudes, Faculty Development, First Year Students, Flipped Classroom, Game Design, Gamification, Gender Equality, Guided Enquiry Learning, Ideation, Identity, Innovation, International Students, Internet of Things, K-12 Engineering, Laboratory Design, Learning Competency, Learning Outcomes, Major Selection, M-Learning, Motivation, Non-Cognitive Factors, Project Management, Project-Based Learning, Reasoning, Retention, Self-Efficacy, Self-Regulation, Service Learning, Service Projects, Simulations, Social Media, Social Networking, STEM, Student Success, Students' Satisfaction, Team Based Learning, Team Building, Teamwork, Technology Integration, Transfer Students, Undergraduate Research Experiences, Virtual Laboratories, and Virtual Teams. Some of the topics focused on an engineering area of study. For example: Aerospace Engineering, Biomedical Engineering, Communication Networks, Computer Architecture, Computer Engineering, Computer Graphics, Construction Engineering, Data Analysis, Electronics Engineering, Heat Transfer, Physics, Production Engineering, Statics, Technical Drawing, and Thermodynamics.

The authors were from institutions in countries from around the world including: Argentina, Australia, Brazil, Chile, China, Colombia, Denmark, Ecuador, Egypt, Estonia, Finland, France, Greece, Israel, Italy, Korea, Malaysia, Mexico, Norway, Pakistan, Poland, Portugal, Saudi Arabia, Serbia, Slovenia, Spain, South Africa, Sweden, Taiwan, Tanzania, Turkey, Uganda, UK, and USA.

Several special issues were published in the year 2018 and they include:

Selected papers from Clive L. Dym Mudd Design Workshop X—Design and the Future of the Engineer of 2020, guest-edited by Professor Gordon Krauss—Harvey Mudd College, USA.

Decision Making in Engineering Education using Learning Analytics, guest-edited by Professors Miguel Ángel Conde González—Escuelas de Ingenierías Industrial e Informática Universidad de León, Spain, and Ángel Hernández García—Escuela Técnica Superior de Ingenieros de Telecomunicación Universidad Politécnica de Madrid, Spain.

Innovation in Engineering Practice and Technology Education guest edited by Professors Faiez Alani and Mo Elbestawi—McMaster University, Hamilton, Ontario, Canada.

Guiding Engineering Educators: Keeping Pace with Scientific-Technological Change and Socio-Economic Development, guest-edited by Professor Jose Luis Martin Nuñez—Instituto de Ciencias de la Educación, Universidad Politécnica de Madrid, Spain and Professor Andres Diaz Lantada—Escuela Técnica Superior de Ingenieros Industriales, Universidad Politécnica de Madrid, Spain.

I am very grateful to all of the authors for their valuable contributions, as well as the guest-editors and the reviewers for the wonderful work they did and the support they provided. I hope the readers found useful and helpful information provided throughout the year.

As the end of the year approaches, I wish everyone a productive, peaceful, and happy New Year.

Ahmad Ibrahim