

## Editorial

---

The current issue of the IJEE has two sections. The first is a special issue on Innovation in Applied Bioscience and Bioengineering Education. It is guest-edited by Professors Faiez Alani and Carlos Filipe, McMaster University, Canada. I wish to express my thanks to both of them for their time and effort invested in this work.

The second section has contributions by numerous authors on varied topics related to engineering education, including: Capstone Courses, Industry 4.0, PBL, STEM, Socialization Process, TRIZ Learning, Diversity, Inclusivity, Assessment, Accreditation, Reflective Thinking, Social Capital, Motivation, Identity, Active Learning, Attrition Rates, Knowledge Transfer, Grassroot Teams, Gamification, Microprocessors, Aerospace Engineering, Biologically Inspired Design, Mechanical Engineering, and Product Development. The authors are from: Korea, Serbia, Qatar, Denmark, USA, China, India, Spain, and Canada.

Although the title is an important feature of a paper, some authors seem to be focused on the content and casually assign a title to the work presented. One may think that it goes without saying that a title needs to relate faithfully to the objectives and the contents of the paper; some authors neglect this seemingly commonsense approach to selecting a title. However, the title is not an abstract; it should not be several lines of descriptions. It needs to be focused, simple, and succinct.

Some authors appear to believe that the title needs to be *clever* to attract attention. Whether this is acceptable or not depends on what is meant by *clever*. This would indeed be encouraged if clever meant well-thought and interesting. On the other hand, the IJEE discourages authors from using sensational or dramatic expressions, catch phrases, or slang in the title. Otherwise clever or cute could be good as a headline of a newspaper or a magazine article but definitely the approach is unsuitable for manuscripts submitted to the IJEE. It could border on being disrespectful to the intelligence of the readers. It is not a valid justification to say that such an approach is commonplace in the popular media and the speeches of politically or commercially-oriented individuals. Engineering educators need to set a good example and guide the culture of communications and preserve the integrity of academia.

The use of specialized acronyms and abbreviations is also discouraged. Acronyms and abbreviations that became stand-alone, word-like structures that ought to be known to the majority of the readers, such as STEM or PBL, are generally acceptable. Other aspects that need reflections by the authors before employing them include: the necessity of including any sort of punctuation marks, numbers, auxiliary title, name of an institution, or name of a country. All that said, one has to bear in mind that reviewers and editors need to minimize the interference in the style of writing of authors and particularly understand, as much as possible, aspects such as cultural differences and funding requirements. One wonders whether there is a need for a study that investigates the importance and the impact of titles of engineering education papers on readership? We need to be reasonable and apply common sense always, including when selecting a title for a manuscript addressing the engineering education community.

Ahmad Ibrahim