

# Editorial

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The current issue of the IJEE (38-6) is the final one of the year 2022. It marks the completion of 38 years of publication. Through these years, the IJEE has been serving the international engineering education community through supporting practitioners and researchers alike in an environment that encourages innovation, diversity, and inclusion.

This issue includes selected, expanded papers from the Clive L. Dym Mudd Design Workshop XII: Designing Through Making, Sketching, Drafting, and Prototyping. The workshop was held remotely during the period 19–27 May 2021. This special issue is guest edited by Dr. Gordon Krauss, Fletcher Jones Professor of Engineering Design, Harvey Mudd College, Claremont, CA, USA. I am grateful to him for the effort, time, expertise, and leadership that led to a successful workshop and a special issue.

Detailed insights into the workshop are provided by Dr. Krauss through the Guest Editorial and the Summary of the Key Ideas. Combined, they skillfully provide a clear picture of events that occurred during the workshop and the ideas that emerged from the discourse of the workshop.

The IJEE publishes special issues on topics of current interest; other special issues published this year include:

Designing Engineering Design Education in Canada, guest-edited by Christopher Rennick, Ada Hurst, Steve Lambert, and Meagan Flus – University of Waterloo, Ontario, Canada.

Good Practices for Emergency Situations and Remote Regions – Parts 2 and 3, guest edited by Professors: Andrés Díaz Lantada – Escuela Técnica Superior de Ingenieros Industriales, Universidad Politécnica de Madrid, Spain, and José Luis Martín Núñez – Instituto de Ciencias de la Educación, Universidad Politécnica de Madrid, Spain.

Ethics, Social Responsibility and Sustainability in Engineering Education, guest edited by: Professors Marc Alier Forment – Universidad Politécnica de Cataluña, Spain and Miguel Ángel Conde – Escuelas de Ingenierías Industrial e Informática, University of León, Spain.

Variation and Prospects of PBL in Engineering Education, guest-edited by Professor Xiangyun Du – Qatar University and Aalborg PBL Centre, Aalborg University, Denmark, and Juebei Chen, Aida Guerra, and Anette Kolmos – Aalborg PBL Centre, Aalborg University, Denmark.

I am grateful to all the authors, guest editors, and reviewers for their efforts, time invested and interest in sharing knowledge with the engineering community through the IJEE over the years.

As the Festive season is approaching, I wish everyone happy and healthy Holidays combined with a productive and prosperous New Year.

Ahmad Ibrahim