

Editorial

This issue of the *IJEE* (40-5) has 20 contributions that span various topics in engineering education with authors from numerous countries. I hope the readers will find these contributions interesting, thought provoking, and useful.

The topics the papers address include: Generative AI, PBL, Student Faculty Relations, Accreditation, Innovation, Curriculum Design, Sustainability, Identity, Simulation Games, Cultural Congruence, Gender and Racial Disparities, First-Year Students, COVID-19, Active Learning, Instructional Practices, Career Discussions, Teamwork, Learning Models, Curriculum Design, Capstone Courses, Chemical Engineering, Control Systems, and Database Management.

The authors are from various institutions in USA, Saudi Arabia, Canada, China, South Africa, Malaysia, Serbia, Georgia, Spain, Slovakia, Sweden, Brazil, Portugal, Australia, Japan, Italy, Turkey, Chile, and UK.

The issue includes a paper submitted for the special issue on New Digital Vistas for PBL in Engineering Education. The special issue called for contributions on how digital technology is impacting Problem Based Learning and adjacent pedagogies in engineering education and where it shall lead. The paper has the title: *Harnessing Generative AI to Enhance Feedback Quality in Peer Evaluations within Project-Based Learning Contexts*, and authored by Susan Sajadi, Mark Huerta, Olivia Ryan, and Katie Drinkwater, Virginia Tech, Blacksburg, VA, USA. It was communicated by Prof. Euan Lindsay, Aalborg PBL Centre, Aalborg University, to whom I wish to express my gratitude for his efforts, time, and expertise.

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