

Editorial

The current issue of the IJEE (40-6) is the final one of the year 2024. It marks the completion of 40 years of publication. I would like to thank all authors, guest editors, and reviewers for their continued support of the IJEE over the years.

This issue includes selected, expanded papers from the Clive L. Dym Mudd Design Workshop XIII: Collaborations in Student Design Experiences. I am grateful to Dr. Gordon Krauss for guest editing the special issue.

Topics related to various aspects of engineering education were addressed in papers published in previous issues of the IJEE this year. They included (in an alphabetical order):

Academic Misconduct, Accreditation, Active Learning, Assessment, Attendance and Performance, Belonging, Big Data, Blended Learning, Capstone Design, Career Discussions, ChatGPT, Chemical Engineering, Choice of Major, Civil Engineering, Competence Development, Computational Thinking, Computer Simulations, Control Systems, COVID-19, Creativity, Cultural Congruence, Curriculum Design, Database Management, Design Teams, Design Thinking, Design-Based Learning, Distance Learning, Doctoral Students, Education Research, Empathy, Engineering Identity, Engineering Writing, Entrepreneurship, Environmental Awareness, Eye-Tracking, First-Year Students, Flipped Classroom, Gamification, Gender, Grading, Graphics Interpretations, Hands-on Learning, Immersive Technologies, Impact of AI, Industrial Engineering, Industry 4.0, Innovation, Instructional Practices, Instrumentations, Interdisciplinarity, Internet of Things, Interpersonal Skills, K-12 Engineering, Leadership, Learning Models, Learning Outcomes, Life-Satisfaction, Maker Education, Mentorship, Modeling, Motivation, Multiple-Choice, Numerical Calculus, Online Teaching, PBL, Pedagogy Approaches, Peer Learning, Power Engineering, Programmable Logic Controllers, Race, Reference Management, Refrigeration & Airconditioning, Remote Laboratories, Retention, Self-Efficacy, Simulations, STEM, Student Engagement, Student-Faculty Relations, Sustainability, Teamwork, Technical Reports, Thermodynamics, Virtual Office Hours, Visual Patterns.

The authors are from institutions in 25 countries, namely:

Australia, Brazil, Canada, Chile, China, Denmark, Egypt, India, Indonesia, Israel, Italy, Japan, Malaysia, Mexico, Portugal, Saudi Arabia, Serbia, Slovakia, South Africa, Spain, Sweden, Taiwan, Thailand, UK, and USA.

Two special issues, in addition to the current one, were published this year including:

Current Development in Interactive Pedagogies in Teaching and Learning Energy-Related Engineering Subjects, It was guest edited by Professors Diana Bairaktarova and Thomas Diller, Virginia Polytechnic Institute and State University, USA.

And

Case-Based Learning in Engineering and Applied Science Education. It was guest edited by Professors Faiez Alani – McMaster University, Hamilton, Ontario, Canada, and Gabriel Acien – University of Almeria, Almeria, Spain.

As the Festive Season approaches, I wish everyone Happy Holidays and a peaceful New Year.

Ahmad Ibrahim