

# Editorial

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This issue of the IJEE (41-2) has two sections. The first section is a special issue with the title: *Reconsidering Engineering Education: Embracing the Continuum from Emergency Remote Teaching to Future Learning Paradigms*. It is guest edited by Professors Roberto Baelo Álvarez – Universidad de León, Spain, Andrés Díaz Lantada – Universidad Politécnica de Madrid, Spain, José Luis Martín Núñez – Universidad Politécnica de Madrid, Spain, and María Isabel Doval Ruiz – Universidade de Vigo, Spain

The papers of the special issue are from authors in institutions in Spain, Guatemala, UK, Serbia, Czech Republic, Mexico, Jordan, Saudi Arabia, Taiwan and China.

The second section has contributions in varied topics related to engineering education including: Divergent Thinking, Engineering Practice, Innovative Media, Students' Satisfaction, Teaching Approaches, E-Learning, Smart Manufacturing, Internship, Mastery Learning, New Engineering Education, Peer Groups, Social Skills, Virtual Reality, and Generative AI.

The authors of the second section are from various institutions in USA, Austria, Indonesia, Saudi Arabia, China, Nigeria, and Taiwan.

I wish to express my appreciation and gratitude to them for guest editing this special issue. I would also like to thank all the authors for their valuable contributions and I hope that the readers find both sections of this issue to be interesting and useful.

Ahmad Ibrahim