

## Editorial

This issue of the Global Journal of Engineering Education (GJEE), Vol.16, No.1, consists of seven articles on a range of topics and concerns related to engineering education research and development activities. The articles come from authors based in the United States of America (three articles), and Australia, the Republic of Korea, Slovakia and Thailand (each with one article).

The opening article by Associate Professor Ning Fang of Utah State University at Logan, Utah, USA, is titled: *Correlation between students' motivated strategies for learning and academic achievement in an engineering dynamics course*. The results of a study to investigate whether there exists a statistically significant correlation between students' motivated strategies for learning and students' academic achievement in an engineering dynamics course are presented and discussed in this article. Based on research involving 71 engineering undergraduates who took an engineering dynamics course, it was found that *...students' academic achievement is affected not only by cognitive factors (such as cognitive abilities), but also by affective factors such as motivation, interest and learning strategies*. This article represents an interesting contribution to the theory and practice of engineering education and we should highly recommend it to our colleagues.

We are fortunate that the European higher education structure in several countries regards architecture as an engineering discipline, because there is an interesting contribution, concerning architectural (engineering) education and practice in the context of the recent global financial crisis (GFC). It comes from the Slovak University of Technology, Bratislava, Slovakia, as an article entitled: *Trapped by crisis: the plight of architects in Europe*, co-authored by Dr Ján Legény and Professor Robert Špaček. The main thrust of the article is that the authors make an effort to *clarify the present situation concerning the architecture profession in the European Union, discussing the needs and requirements of students, teachers and people in practice*.

This issue concludes with an article authored by Dr Ronald B. Ward, entitled *Safety, expectations and exceptions - a continuation of his persistent effort in educating engineering educators on matters and issues involved in engineering management, engineering work safety, risk management, risk assessment and accidents*. It is worthwhile mentioning that Dr Ward draws an interesting conclusion in his article that *...Sadly, the recent experience with a class of students leaves this author with the continued belief, indeed conviction, that our up-and-coming professional engineers do not appreciate the vital nature of industrial safety. Should all our engineering faculties employ a lecturer named Murphy so that his law can be taught with Newton's?*

In concluding this editorial, I wish to express my gratitude to the authors for their willingness to share their work and experience with other likeminded colleagues, and international referees for their time and effort in reviewing their articles. Also, my special appreciation goes to Dr Dianne Q. Nguyen and Dr Ian R. Dobson for their assistance in the preparation of this issue for publication.

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