EDITORIAL PREFACE

Arun Patil, CQUUniversity, Australia

The inaugural issue (Vol. 1, Issue 1) of the International Journal of Quality Assurance in Engineering and Technology Education (IJQAETE) was launched during the Gala Banquet of the International Engineering and Technology Education Conference in Kuala Lumpur, Malaysia in January 2011 in presence of many of the Editorial Review Board members and contributing authors. It is with a great pleasure to present Issue 2 to our readers which will significantly contribute to the body of knowledge in the quality of engineering and technology education. The Vol. 1, Issue 2 of the International Journal of Quality Assurance in Engineering and Technology Education (IJQAETE) has five research articles on a wide range of issues and topics related to the quality assurance of engineering and technology education.

In the challenging era of quality assurance, higher education institutions are adapting (and adopting) several approaches/strategies to facilitate accreditation process to gain better accreditation outcomes. The article, Addressing the Politics of Accreditation in Engineering Education: The Benefits of Soft Systems Thinking by Eijkman and Kayali deals with the politics of accreditation reviews in institutional environments. The authors highlighted the socio-political nature of the accreditation process in which concerns around continuous quality improvement touch the institutional and personal nerves of its stakeholders. The vital notion of this article is accreditation reviews are much more likely to be successful when they are approached from a soft systems methodology (SSM) perspective, since SSM lends itself particularly well to dealing with situations in which stakeholders lack common agreement about a complex situation, such as, accreditation review process of engineering and technology education, with its complexity. Furthermore, SSM enhances the quality of both the product, i.e., the review outcomes, and process itself by including stakeholder collaboration in all aspects of the review process. The SSM approach acts as a comprehensive outcomes-driven guide to quality focused self-reviews and thus represents a key quality assurance mechanism in engineering education.

Remedial programs are increasingly adopted in higher education worldwide to attract students into university education system and to provide access to diverse, potential student cohorts. A research study presented by Lesik and Kalder in a paper, The Relationship between Remediation and Degree Completion for Engineering and Technology Students,
examines the impact of remedial programs (Mathematics and English) on the completion of program (degree) of students in engineering or technology majors in selected universities in the USA.

Project-based learning, if delivered effectively, can foster desired learning outcomes in educational programs. A case study presented by Debnath and Pandey in paper, *Enhancing Engineering Education Learning Outcomes Using Project-Based Learning: A Case Study*, explores the impact of project-based learning (PBL) to enhance students learning outcomes. The paper further endorses high degree of correlation between PBL and students success in recruitments or securing jobs.

Academic staff mobility is a growing concern and challenge for higher educational institutions in order to maintain required quality of educational programs. Chinyemba, in the paper, *Mobility of Engineering and Technology Professionals and Its Impact on the Quality of Engineering and Technology Education: The Case of Chinhoyi University of Technology, Zimbabwe*, presents a research study on the impact of mobility of qualified and experienced academic staff on the quality of engineering and technology education at Chinhoyi University of Technology, Zimbabwe during the period 2007 and 2009. The findings reveal that the (outgoing) mobility or absence of experienced and qualified academics has a negative effect on the quality of engineering and technology education.

The research presented in a paper, *E-Learning for ICT Group Work in a Blended Learning Environment*, by Soon and Fraser explores a case study of the use of e-learning for ICT student group work in a university’s blended learning environment, a study environment where face-to-face and technology-mediated interaction happen to members in learning and teaching, whereby students are enrolled in both on-campus and/or distance education mode.

On behalf of editorial board and publisher, I would like to express our sincere gratitude to the contributing authors of this issue as well as reviewers for their valuable time and input. Special thank to our outgoing Editorial Board members who have recently finished their term with the IJQAETE and I would like to welcome new members for joining our dynamic team of editorial board. The quality of publication of IJQAETE issues, both in print and electronic format, is excellent which is possible due to sincere efforts and continuous support by the Journal publication team.

The forthcoming issue will be the special issue containing a collection of outstanding papers presented and published in the *International Engineering and Technology Education Conference (IETEC’11)* which was held in Malaysia.

Arun Patil  
Editor-in-Chief  
IJQAETE
Arun Patil has over 18 years of teaching, research and managerial experience in higher and further education. He holds a PhD, the Master of Engineering Science, both from Monash University, Australia and a Master's in Physics in the specialization of applied electronics from India. Dr. Patil has published widely, and his publications include refereed journals, conference papers, book chapters and academic books. He is a Founder Editor-in-Chief of the International Journal of Quality Assurance in Engineering and Technology Education and an Associate editor of the International Journal of Online Pedagogy and Course Design (IJOPCD). His recently published book, Engineering Education Quality Assurance: A Global Perspective is highly accepted and cited scholarly publication in engineering education community around the globe. In 2004, Dr. Patil has received a prestigious Silver Badge of Honour form the Monash University (the UNESCO International Centre) for his significant contribution to global engineering education. Dr. Patil has coordinated and organized several International Conferences in various parts of World and he is the founder General Chair for the recently successful International Engineering and Technology Education Conference (IETEC’11) staged in Malaysia. He is an active member of several professional organizations including, Engineers Australia (EA), World Association for Cooperative Education (WACE), The Australian Collaborative Education Network (ACEN), The Australasian Association for Engineering Education (AAEE) and The Australian Association for Research in Education (AARE).