Editorial Preface

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It is with immense pleasure I would like to present the third issue of second volume of the International Journal of Quality Assurance in Engineering and Technology Education (IJQAETE) to our readers and contributors.

The higher education, including the engineering and technology education, in the Middle East region is going through substantial changes, especially to achieve desired learning outcomes and quality of education delivery. This issue has two useful papers from the Middle East region.

The first paper by Drummond and Robby examines the use of System-wide Assessments, an innovative initiative to enhance the accountability, quality, and effectiveness within the Higher Colleges of Technology in the United Arab Emirates (UAE). The paper describes the objectives, structures, and processes involved with random use of System-wide Assessments among the 17 Federal colleges. The findings presented in the paper have significance for leaders of institutions of higher learning throughout the Middle East and the world.

The second paper by Imam and Tasadduq has presented a simple approach to convert Course Learning Outcomes (CLO)-based assessment data to Student Outcomes (SO)-based data through the CLO-SO map and a conversion formula using a software package “CLOSO”. The software automates the evaluation of CLO and SO satisfaction thereby enhancing the reliability of assessment data and saving facilitator’s time significantly. It also generates summary reports for ABET course files.

Papers 3 and 4 are invited papers presented and published at the inaugural International Engineering and Technology Education Conference (IETEC’11) which was held in Malaysia (January 2011). These papers are selected after a rigorous review of the conference papers.

Paper 3 by Nair and Shah presents a review of the trends in student experience in three international universities, two universities from Australia and one from the United Kingdom. The paper draws the importance of such feedback to improve student engagement, retention and improvement in student satisfaction.

A paper by Keleher and Patil reports on the feedback provided by students to access the practices for conducting a successful residential school. The study reports that the overall student experience with the residential school was very fruitful and effective. They further report that residential school has also enhanced their understanding of the content of the course material, the expectations in completing their tasks and the standard needed in demonstrating their knowledge, understanding and competency in materials engineering course.

Finally, a paper by Honnutagi, Sonar, and Babu proposes the visualization and analysis of
quality assessment of undergraduate engineering education in India. A structural diagram for Knowledge Quality Management (KQM) system has been developed using the system parameters (Enablers and Results) identified from the literature and manuals. The proposed methodology, systems approach focuses on the interaction between various "Enablers" and "Results."

I am sure that this issue will bring scholarly value to engineering education community around the globe.

Arun Patil  
Editor-in-Chief  
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Arun Patil has over 20 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 Masters in Physics in the specialization of applied electronics from India. Dr. Patil has published widely, and his publications include edited books, book chapters, conference proceedings, refereed journals, conference papers. 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. Dr. Patil is a recipient of a prestigious Australian Government's Endeavour Executive Award (2011) as well as a Silver Badge of Honour from the Monash University (the UNESCO International Centre) (2004). Dr. Patil has coordinated and organized several International Conferences in various parts of World. 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).