

Editorial Preface

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Dear Readers and Contributors:

I would like to present the fourth issue of the fifth volume of the *International Journal of Quality Assurance in Engineering and Technology Education (IJQAETE)*, which has valuable scholarly articles on important issues of engineering and technology education.

In the article, *Evaluating Student Perceptions in Peer to Peer Learning and Assessment Practices in Design Based Learning Environment*, authors Polishetty, Littlefair and Patil, present outcomes of student perception on peer-to-peer learning in the context of design and project-based learning in postgraduate subject. The learning philosophy in design and project-based mode requires a high level of peer and team learning approaches, especially if projects are interrelated or team-based. This article is unique in the sense that it provides student voice and thinking on peer learning in design and project-based learning approach.

An author, Vladimir V. Riabov in the article, *Teaching Online Computer-Science Courses in LMS and Cloud Environment*, shares valuable experience of teaching various online computer-science courses (via the Canvas™ and synchronous web conferencing tools) using state-of-the-art free-license software tools which is used for conducting online virtual labs and student projects. All the online courses developed include “warm-up” exercises and lab-based projects that provide students with knowledge, instructions, and hands-on experience, which also motivate students in selecting topics for technology overviews and research. The pedagogy used were “flipped classroom” focusing on students’ hands-on training. Most importantly, the preventive strategies on plagiarism and ‘academic or contract cheating’ were developed and successfully implemented in the virtual classroom using the Cloud environment.

The article, *Evaluating Engineering Students’ Perceptions - The Impact of Team-Based Learning Practices in Engineering Education*, by Chandrasekaran et al., presents a study of student survey analyses on their perceptions of team-based learning in engineering courses at Deakin University, Australia. The survey results have assisted to identify several team-based learning components that are important to engineering graduates. The article also outlines student expectations in an engineering curriculum in order to practice team-based learning effectively.

I am sure that all our readers will be highly benefited by these scholarly articles from our contributors on current and important topics of engineering education.

I greatly appreciate support from IJQAETE Editorial Board members and reviewers for their prompt support in reviewing. The IGI Global Publishing Team and Journal Development Team deserve special gratitude for their quality and timely support for this issue.

Arun Patil
Editor-in-Chief
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Arun Patil is currently a Director of Postgraduate Coursework Studies and Chair of Deakin Engineering Education Research (DEER) in the School of Engineering at Deakin University. A/Professor Patil has over 26 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. In 2004, A/Professor Patil has received a prestigious Silver Badge of Honour from the Monash University for his significant contribution to global engineering education. A/Professor Patil has coordinated and organized several International Conferences in various parts of World and he is founder General Chair for the International Engineering and Technology Education Conference (IETEC) Series held since 2011. He is an active member of several professional organizations including, Engineers Australia (EA), European Society for Engineering Education (SEFI), World Association for Cooperative Education (WACE), The Australian Collaborative Education Network (ACEN) and The Australasian Association for Engineering Education (AAEE).