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Introduction to Volume 4, Issue 1 (December 2022)

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EDITORIAL

Introduction to Volume 4, Issue 1 (December 2022)

Brent K. Jesiek, Purdue University (Editor-in-Chief, *JIEE*)

We are pleased to release this new issue of *JIEE*, featuring three manuscripts covering a wide variety of perspectives and topics. The first two of these papers originated in our late 2020 call for manuscripts addressing how the COVID-19 pandemic has impacted international engineering education. After publishing three such papers in a previous collection (Volume 3, Issue 1), the two additional manuscripts in this issue once again underscore how the pandemic has spurred innovations in global program design. More specifically, the opening Perspective piece by Cynthia Chalupa details establishment of a new dual degree program in engineering and languages at West Virginia University (WVU). In addition to acknowledging the wide variety of challenges faced by universities during the pandemic, the paper describes specific factors and conditions that helped enable innovative program-building efforts between two colleges at WVU, along with timely engagement with industry stakeholders. Publishing Chalupa's account reflects our commitment to documenting ongoing efforts to establish global engineering programs, and we hope this paper serves as an important source of inspiration and strategy for others wishing to expand global engineering pathways – even in times of turbulence and uncertainty.

A second contribution, developed by Benning Wentworth Tieke and colleagues, is similarly concerned with programmatic innovation in the context a dual-degree program. This Practice paper more specifically reports on an intervention, called CORONAcredits, that provided students with alternative learning pathways after their international fieldwork was disrupted by the pandemic. In addition to describing the four learning modules that were created and deployed to these students, the paper presents evidence of intercultural learning among participants through analysis of qualitative data drawn from written discussion board posts and a focus group. These results are in turn organized and interpreted using theoretical concepts drawn from the Global Perspectives Inventory (GPI). In addition to revealing the profound disruptions and disappointments experienced by sojourning students during the pandemic, the evidence presented by Tieke et al. show how the online modules helped support ongoing

intercultural learning and growth. The authors also report on key lessons learned and areas for future improvements. Such insights are especially timely given growing demand for alternative global learning modalities and formats.

Third and finally, we close the issue with a Research paper by Rockwell Clancy and Qin Zhu that presents a wide-ranging review of prior scholarship related to the topic of global engineering ethics. While there is growing recognition that global engineers should be cognizant of cross-national and cross-cultural difference in ethics and other aspects of professionalism, few papers have attempted to more systematically map out fundamental questions and topics in the area of global engineering ethics. Following in the footsteps of an influential paper by Harris et al. (1996), Clancy and Zhu organize their literature synthesis by engaging with the what, why, how, and when of global engineering ethics, with attention to both educational and professional practice settings. This unique review paper brings together a wealth of literature and insights that will hopefully set the stage for further growth and development in this important and emerging area of scholarship.

In closing, we extend thanks to the numerous authors, reviewers, and editors who made this issue possible. We also hope that you will consider *JIEE* as a possible outlet for your scholarly works in the area of international and global engineering education.

References

Harris, C. E., Davis, M., Pritchard, M. S., & Rabins, M. J. (1996). Engineering ethics: What? Why? How? And When? *Journal of Engineering Education*, 85(2), 93–96. <https://doi.org/10.1002/j.2168-9830.1996.tb00216.x>