From the Editor

I am pleased to share the latest issue of Advances in Engineering Education and the first issue for 2024. This issue starts with a manuscript by Schauer, Pakala, and Bairakatova describing and assessing the implementation of virtual office hours offered in undergraduate energy-related mechanical engineering courses before the COVID-19 pandemic. The author team found that students appreciated the virtual office hours and that they were more accommodated than in a traditional office hour environment. In a second manuscript by García-Ramíre, the author showed the implementation and iterations of multiple active learning techniques in an online road geometric design course. Overall, the students gave the courses a high score for each active learning technique. The third manuscript by Ross et al. shows a model and evaluation framework for a large-scale professional development program to move faculty toward the use of active learning techniques. While there were only minor shifts in student achievements in the classroom, the results show the initiation of a sustainable community of new and continuing active learning practitioners. In the final manuscript of this issue Knaphus-Soran et al, offer a program description where they define the key elements of the Redshirt in Engineering Model, describe model adaptations and lessons learned through implementation and evaluation across the consortium, and suggest considerations for other institutions interested in implementing a Redshirt in Engineering program.

Additionally, we would like to thank the reviewers of the 2023 year. Who volunteered their time and brainpower.

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