



Editorial

Issue 13.2 includes four manuscripts. The issue opens with Reinhart and colleagues describing work they have done to contextualize data science in engineering education and argue for the importance of this approach. In a Looking Ahead manuscript, Aljassmi, Philip and Younes describe preliminary work in using a Lego game as an educational tool in Construction Management courses. This innovation is designed to develop essential planning skills and better understand construction project management. Basak and colleagues developed an interactive system for undergraduate engineering students in mechanics classes to practice fundamental concepts. Usability studies designed to evaluate the success of the design of our interface and the feedback engine and interviews with teachers revealed an appreciation for the core interface design and how easy it was to learn to use the system as well as ways to improve the system. Finally, Lockman and Dinu examined the impact of an intervention that helps sophomore biomedical engineering students identify and explore individual strengths early in the curriculum to lead to enhanced self-awareness, self-confidence, and appreciation for diversity. Results revealed positive outcomes for students who engaged in this program.