

## **SPECIAL ISSUE**

**Special Issue on:** Rethinking Industrial Engineering Higher Education in the European Area (EHEA).

**Area(s)/Field(s):** Education, Training and Professional Skills.

### **Guest Editors**

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### **Description about the Special Issue:**

Globalisation is one of the contextual factors most strongly influencing the way in which we understand and design today's business processes. It is a movement which also affects higher education, where national approaches are converging towards a set of models which are gradually taking root across our neighbouring countries.

It is our belief that there exists today a need to maintain an open debate as to the type of higher education most appropriate in order to develop the profession of Industrial Engineering, Operations Management and Industrial Management.

Related to this, various sources have propounded the advantages offered by considering a teamwork-based methodology with university students. On

the one hand, it enables students to experiment and acquire the skills that they will need in their future jobs. On the other, teamwork used in a context of active methodologies provides deeper and more significant learning. In addition, positive effects have been shown on the academic performance of students, motivation and their attitudes towards learning. Some of these advantages have also been underscored by students, who consider group activities and active methodologies to be more interesting, entertaining and learning-facilitating than traditional teaching. Due to its advantages teamwork has been a major aspect of university teaching. However, although the majority of teachers propose group activities to their students, the question still remains as to what the best way is of organizing and handling student teamwork.

The aim of this special issue is to develop a clear definition of industrial engineering and industrial management higher education, not only in European context but in a global world. This can range from the professional profiles to be expected of those graduates, skills to be developed, and methods to improve learning or assessment. Qualitative and quantitative approaches are encouraged. Only submissions of methodological and theoretical rigor will be considered.

### **Subject Coverage:**

Examples of topics of interest include, but are not limited to:

- Competencies and skills for Industrial Engineering, Operations Management or Industrial Management.
- Difference from other forms of engineering higher education (mechanical, chemical, manufacturing...).
- Industrial Engineering curriculum.
- Assessment methods for the Industrial Engineering and Management competencies.
- Applications and tools to improve university classes.
- Active methodologies in engineering, operations or management education.

- Collaborative learning in the higher education.
- Barriers and enablers to use teamwork with university Industrial Engineering students.
- Student workload in the new learning methodologies framework.
- Teacher workload and other limitations.
- Strategies for university lecturer training

### **Authors' guideline:**

Authors should follow the guidelines of the Journal of Industrial Engineering and Management. The normal refereeing standards will apply. Our intention is to engage in a constructive dialogue with authors so that the final product will reflect the highest standards for research work in the topic of this special issue. The guest editor will be happy to answer any questions from potential authors. Authors can find more information in:

<http://www.jiem.org/index.php/jiem/about/submissions#onlineSubmissions>

### **Important Dates**

**Deadline for submission of manuscripts:** 1<sup>st</sup> December 2010

**Acceptance/rejection notification:** 15<sup>th</sup> February 2011

**Revised manuscripts due:** 15<sup>th</sup> March 2011

**Publication Special Issue:** April 2011