

Message from the Editor

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Both articles in this issue pertain to spatial visualization, a topic that is near and dear to me. My first exposure to the importance of spatial visualization skills for engineering students was in my first semester of teaching at Michigan Tech. I was teaching ENG1102 — Engineering Modeling and Design, which includes solid modeling and engineering graphics. When creating isometric sketches and orthographic projections of objects with oblique surfaces, I noticed several students that were moving easily through the assignments and helping their neighbors. In talking with those students, I learned they had taken Sheryl Sorby's, Introduction to Spatial Visualization course the previous semester. Since then, I have had the pleasure of teaching the spatial visualization course. I have seen numerous students improve their spatial visualization skills and the confidence that instills in them in ENG1102.

In "Factors of Spatial Visualization: An Analysis of the PSVT:R," the authors examine a common instrument used to assess spatial skills to gain a better understanding of what factors the instrument measures.

In "Use of Virtual Reality Head-Mounted Displays for Engineering Technology Students and Implications on Spatial Visualization," the authors explore exposing students to different representations of an object (3D solid model, 3D printed part, and Oculus Virtual Reality head-mounted display) to see if there is a difference in their ability to sketch the rotational views of the object.

I hope you enjoy this issue!