

Editorial

I am pleased to inform our readers that this issue of the Global Journal of Engineering Education (GJEE), marked as Vol.24, No.3, includes 10 articles that provide readers with a variety of topics and novel approaches to the education and training of future engineers and technologists in the complex environment of higher education these days.

These articles come from 12 countries worldwide, with two articles originating from the United Arab Emirates, one article each from such countries as Australia, Indonesia, Kazakhstan, Slovenia and Thailand, as well as three joint articles - the first coming from Slovakia and Brazil, the second from Malawi and the USA, and the third from Fiji, Nigeria and the USA. It is particularly pleasing to see the collaboration between academics representing different regions, cultures and education systems. I would like to thank the authors of these articles for their tremendous efforts in carrying out their collaborative research and sharing its results with other academics worldwide.

In the latest submissions to the Journal, I have noticed some shifts in the background issues raised in the articles, and particularly the waning of the Covid-19 factor and its impact on higher education. While the Covid-19 progressive disappearance is a welcome phenomenon, the sudden growth and ubiquity of off-campus or hybrid modes of learning caused by the pandemic seem to become a more permanent feature. This is a positive development, especially as these modes have been relatively successful in engineering courses. Also, with the current global energy crisis this experience will pay off, as many institutions in the Northern hemisphere contemplate a significant reduction of contact classes in winter due to the lack of funds for maintaining adequate conditions in the class. In the recent submissions, more attention is paid to human issues in engineering education. I also note that there is more emphasis on human aspects of interaction with computers, the raise of artificial intelligence, virtual reality, pervasiveness of computer apps for educational and every-day life purposes, and the acceptance of this direction by educators. Another pleasing observation is the continuation of interdisciplinary research in architectural design and technology, including applications in healthcare management.

In conclusion, I wish to express my sincere gratitude to the authors of the articles in this issue for their contribution to the Journal, to the referees for their outstanding work, as well as to the members of the editorial team that includes, such colleagues as Professor Andrew Nafalski, Dr Dianne Q. Nguyen, Professor Derek O. Northwood, Mrs Dorota I. Pudlowski, Associate Professor Arthur J. Swart and Professor Robert Špaček for their exceptional contribution to the editorial work.

*Note from the Editor:

I wish to advise readers that the article entitled: *The integration of BIM in education: a literature review and comparative context*, co-authored by Violeta Nushi and Arta Basha-Jakupi, from the University of Pristina *Hasan Prishtina*, Pristina, Kosovo, published in the Global Journal of Engineering Education (GJEE), Vol.19, No.3, 273-278 (2017), was retracted on 6 November 2022 due to some omissions and inaccuracies identified by the authors.

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