

**Editorial**

In my editorial to the September issue of the World Transactions on Engineering and Technology Education (WTE&TE), Vol.21, No.3, I raised one of the currently most debated and controversial issues in technological developments, namely, artificial intelligence (AI). Discussion and action about the threats and opportunities AI creates for human advancement have been wide ranging across various sectors. The education sector is no exception as the possible use, or rather misuse, of IA brings new challenges for academics and teachers at all levels of education. In fact, the AI impact on academia is now visible not only in teaching/learning, but also in research activities and scholarly publication. These areas of academic endeavour are fundamental in the process of individual and institution-wide assessment and appraisal, including academic status and ranking, hence guidelines and methods are needed to guard AI proper use and acknowledgment.

It is pleasing to see that many universities have already developed and implemented appropriate methods for the use of AI in their structure and programmes, and daily activities. One can notice a variety of approaches, which may or may not be practical and efficient as AI evolves and changes.

All types of writers, including fiction and academic, are very much affected by the emergence of AI as it can potentially replace the human-generated content resulting in a new distribution of capital. Publishers are also at risk, and it appears that especially small publishers with limited resources have to seek advice and assistance from dedicated professional associations on how to handle and overcome a multitude of problems generated by the use of AI by their clients.

The Committee on Publication Ethics (COPE) as a body of international reach including renowned academics and experts in publication ethics has already come up with advice on how to treat the use of AI in academic writing relating to textual content, data, images and tables. The advice for the authors is that the use of AI must be properly declared (which tool was used, in what way and in which part of the article) in the appropriate section of the article. In a similar manner as with plagiarism, the Committee provides a set of recommendations applicable to all the parties involved - author, institution, publisher, which is very practical and useful. It is strongly recommended that potential authors become familiar with the COPE's recommendations regarding plagiarism and AI use to guide them in writing future research articles.

This issue of the Global Journal of Engineering Education (GJEE), marked as Vol.25, No.3, concludes the WIETE annual publication effort with this Journal. The issue contains eight articles coming from such countries as Slovakia with two articles, and Israel, Kazakhstan, Kuwait, Malaysia, South Africa and the United Arab Emirates, each with one article.

In conclusion, I thank the authors of these articles for their willingness to share their research work and outcomes with others. My sincere appreciation and thanks are extended to the international referees, and members of the WIETE editorial team, consisting of Professor Andrew Nafalski, Dr Dianne Q. Nguyen, Professor Derek O. Northwood, Mrs Dorota I. Pudlowski, Associate Professor Arthur J. Swart and Professor Robert Špaček.

**Zenon J. Pudlowski**