

Editorial

This issue of the Global Journal of Engineering Education (GJEE), marked as Vol.26, No.1, commences a new year of our endeavour to provide the global engineering community with a reliable and trustworthy source of information on engineering education, thus raising the profile of this important academic area of activity. This issue consists of seven articles that originated in such countries as Thailand with two articles; Poland, South Africa, South Korea and the United Arab Emirates, each with one article; as well as one joint article coming from Kuwait, Turkey and Germany.

At this point of time, I would like to briefly reflect on the current scope of the GJEE available on the Journal's Web site, and the potential content in new article submissions that I would encourage our authors to more thoroughly focus on. The aspects that I am referring to are stated on the Journal's Web site as: *the development of pedagogy, through research and development of courseware, software and teaching methodologies, as well as of engineering curricula, in consultation with industry, the primary employer of engineers*. Over the last few years, hundreds of new submissions to the Journal have covered these aspects; however, even in the articles that have passed preliminary/final editorial assessment and the peer-review process, the methodological side of the research has usually been briefly covered - as fitted the overall content. However, considering new advancements in technology, smart systems and even artificial intelligence, I would welcome more article contributions on how those advancements have been adopted into educational research methodology - what new methods of data collection and analysis are being used, which new technological tools are coming to the fore, and also what are the ethical issues that need to be considered in this new methodological situation.

Also, I am delighted to inform our readers that the 2024 Conference on Engineering and Architecture Design Education (EADE-2024) will be held in the Faculty of Architecture and Design at Slovak University of Technology in Bratislava (FAD-STU), Bratislava, Slovakia, between 10 and 12 June 2024. The Conference is a collaborative venture between the WIETE, and four WIETE partner institutions; namely, the host Faculty; the Faculty of Architecture at Cracow University of Technology (FA-CUT), Kraków, Poland; the Faculty of Architecture at Gdańsk University of Technology (FA-GUT), Gdańsk, Poland; the Faculty of Architecture at Wrocław University of Science and Technology (FA-WUST), Wrocław, Poland.

The principal objective of the Conference is to provide the participants with the opportunity to continue discussion on changing aspects of engineering education, and architecture design education, in particular. Workshops, team work, panel debates, group discussions, individual presentations, and other sessions will be led by several eminent international keynote speakers, leaders of the specific areas of interest. It is envisaged that high quality conference papers will be published in the World Transactions on Engineering and Technology Education (WTE&TE) and/or the Global Journal of Engineering Education (GJEE) after the Conference, subject to positive referees' reports, satisfactory editorial assessment and the presentation at the Conference. Our readers are encouraged to take advantage of this golden opportunity and participate in the Conference. The Conference announcement can be found at the following Web address:

https://www.fad.stuba.sk/fakulta-architektury-a-dizajnu/odborne-podujatia/konferencie/eade-2024.html?page_id=12368

As always, I wish to thank the authors of the articles included in this issue for their willingness to share their research and development achievements with other likeminded colleagues, the international referees who reviewed and assessed the articles, as well as members of the WIETE editorial team for their invaluable support in the preparation of this issue.

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