

## Editorial

This issue of the World Transactions on Engineering and Technology Education (WTE&TE), marked as Vol.19, No.4, concludes nineteen years of successful operation of this international journal. The issue is a compilation of 12 interesting and thought-provoking articles that come from ten countries worldwide. Kazakhstan and South Africa contributed two each; two joint articles come from Kazakhstan and Russia; and Russia and the United Kingdom. The following six countries added one article each: Colombia, Indonesia, Kuwait, Poland, Spain and the Kingdom of Saudi Arabia. The articles cover a wide spectrum of topics relevant to contemporary matters in engineering and technology education, and related fields. I am pleased about the relatively vast international coverage from countries far apart, but nevertheless experiencing similar educational challenges and problems, thus enriching the academic debate, and hopefully contributing to a successful education.

Continuing our tradition of inviting guest editors for the journal's issues that include also conference presentations, I wish to acknowledge, with thanks, the involvement in this issue of Professor Robert Špaček of the Faculty of Architecture and Design at Slovak University of Technology in Bratislava, Slovakia, and President of the International Academic Advisory Committee of the World Institute for Engineering and Technology Education (IAAC-WIETE). His contribution to the editorial work for this issue in the role of Guest Editor is undoubtedly significant on its own. In his editorial, Professor Špaček provides an excellent overview of the issues of importance for engineering and technology education in the contemporary higher education institutions in different parts of the world. Moreover, the editorial includes also his philosophical reflections and insights into the crossroads and tipping points of engineering and technology education inspired by the articles, the current pandemic and the sweeping changes in educational technology. In this lies the value and power of Professor Špaček's contribution.

Special thanks are directed to the authors of these articles for their eagerness to share their research and development achievements, and their effort to advance engineering and technology education for the progress of higher education studies. My sincere gratitude is extended to the referees and members of the editorial team for their exceptional assistance in the preparation of this issue.

**Zenon J. Pudlowski**