

Guest Editorial*

The sense of what we are doing:

Education is, what will remain, when we forget, what we have learnt. This quotation is accredited to Johannes Amos Comenius, it is probably a legend...but a good one.

We, academic teachers, are primarily educated in engineering, technology or architecture and often we teach intuitively. Few of us have received explicit pedagogical education. Often, we only confirm to ourselves that our intuitive procedures have methodological foundation, methodological quality. In that I see the significance of the former UICEE, and today's WIETE. We discuss and exchange experiences not only on engineering itself, but also about the purpose of education, quality of education and new efficient methods.

Science and technology is the engine of progress, but must be placed into the context of culture: *The central conservative truth is that it is culture, not politics that determines the success of a society. The central liberal truth is that politics can change a culture and save it from itself.* (Daniel Patrick Moynihan)

Assessing the role of current university, it is useful to take a step back to the roots. John Stuart Mill in *On the Proper Function of a University* quoted: *The proper function of a university in national education is tolerably well understood. At least there is a tolerably general agreement about what a university is not. It is not a place of professional education. Universities are not intended to teach the knowledge required to fit men for some special mode of gaining their livelihood. Their object is not to make skillful lawyers, or physicians, or engineers, but capable and cultivated human beings.*

How is it possible to measure the efficiency of education? Is it enough to decide what is necessary to know, to learn, to teach, in engineering, or in our case in architecture, or is it the ability to be creative and innovative?

The quality of the university is assessed easiest using scientometric indicators. Teachers and researchers are producing quality publications that signal high quality universities with the right to educate. Or should we take into account the number of leaders who have been educated by universities for everyday life? Today, education in engineering, technology and architecture must substantively lead to developing graduates' innovative potential, it generally has to prepare responsible people for everyday tasks.

To remember the *teacher of nations* Johannes Amos Comenius, born on 28 March 1592 - this day is the Teacher's Day in Slovakia. On this day each year, we organise a conference dealing with education, in regard to theory and methodology. For younger teachers especially, it is an opportunity to change experiences. The final target is definitely the quality of education.

Architecture is in the happy position to be spread across the boundaries of the fine arts, technology, engineering and sociology, and so is the methodology of teaching. The first, sometimes artistic idea has to be rationalised by structural design, in this case, we are very close to engineering teaching methods. On the whole, we use project-based learning method. On the other hand, the role of architecture is to create places with a special atmosphere, to understand the *genius loci* of the place we are invading with new design. Emotions meet technology. Through innovation, engineering and technology enter the field of architecture. It forms a new cultural phenomenon. We ask whether there is a new aesthetic paradigm of architecture.

The above reflections create a context for launching this issue of the World Transactions on Engineering and Technology Education (WTE&TE), Volume 13, No. 3, comprising articles presented at the 4th World Conference on Technology and Engineering Education, held in September 2015 in the Faculty of Architecture at Slovak University of Technology in Bratislava, Slovakia, under the main theme *Innovative Design and Education*. We hope that the articles included in this issue will stimulate discussion on the wide range of topics and ideas only briefly mentioned above, and will become a useful compendium of information in the years to come.

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*Excerpts from an Opening Address presented at the 4th World Conference on Technology and Engineering Education held in the Faculty of Architecture at Slovak University of Technology in Bratislava, Slovakia, between 2 and 5 September 2015