

Editorial

It is my pleasure to present our readers with the final issue of the current volume of the Global Journal of Engineering Education (GJEE), Vol.22, No.3, which concludes this extremely difficult year. Out of the three international events planned for this year, we were able to conduct only the 2020 Conference on Engineering and Architecture Design Education (EADE-2020), albeit electronically. The Conference has been organised under the patronage of the Faculty of Architecture, Gdańsk University of Technology (FA-GUT), Gdańsk, Poland, in collaboration with: the Faculty of Architecture at Slovak University of Technology in Bratislava (FA-STU), Bratislava, Slovakia; the Faculty of Architecture at Cracow University of Technology (FA-CUT), Kraków, Poland; and the World Institute for Engineering and Technology Education (WIETE), Melbourne, Australia. According to the original plan, it was supposed to take place at Gdańsk University of Technology, Gdańsk, Poland, in five days, between 15 and 19 June 2020. But because of the coronavirus spread all over the world and the international travel restrictions and bans, the host Faculty carried out the Conference over the Internet in three days, between 16 and 18 June 2020.

Four interesting and stimulating opening addresses were presented, the edited versions of which readers will find included in this issue as journal articles. The first article, nominated by the WIETE as an opening address, entitled: *Architectural education: a reflection of three generations*, is co-authored by Robert Špaček, Martin Uhrík and Roman Hajtmanek of the FA-STU. Professor Robert Špaček, President of the WIETE International Academic Advisory Committee (WIETE-IAAC), represented the WIETE on this occasion. The second article, representative of the FA-GUT's contribution to the Conference, was presented by Professor Lucyna Nyka, Dean of the Faculty, a Vice-President of the WIETE-IAAC and the Conference General Chairman. This article, entitled: *Scenario-planning solutions for waterfront flood-prone areas*, is co-authored by Lucyna Nyka and Izabela Burda. The third article, entitled: *Pros and cons of the vertical and horizontal design studios in architects' education*, instigated by Professor Pavel Gregor, Dean of the FA-STU, was representative of the Faculty's contribution to the Conference, and is co-authored by Katarína Smatanová, Pavel Gregor and Andrea Šeligová. The fourth article, entitled: *New challenges in teaching architecture students in the third decade of the 21st Century*, is authored by the Dean of the Faculty, Professor Jacek Gyurkovich, who represented the FA-CUT.

Altogether, this issue consists of 13 highly informative educational articles that come from nine countries worldwide, such as Slovakia (3), Poland (2), South Africa (2), and one article each from Botswana, Colombia, Israel, Russia, Slovenia and the United States of America.

In conclusion, I believe that our readers will join me in thanking the authors of these articles for their willingness to share their research achievements with likeminded colleagues. My special thanks are directed toward Professor Lucyna Nyka and those members of the Faculty of Architecture at the GUT for their work on the preparation and conduct of the successful EADE-2020 Conference. Also, my sincere gratitude goes to the referees for their timely and comprehensive academic review of the articles, as well as to the WIETE editorial team Dr Dianne Q. Nguyen, Mrs Dorota I. Pudlowski, Professor Robert Špaček, Mrs Krystyna Wareing and Mr Nial Wareing for their invaluable assistance in the preparation of this issue for circulation.

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