

Editorial

I am pleased to inform our readers that this issue of the Global Journal of Engineering Education (GJEE), signed as Vol.23, No.3. 2021, includes 14 highly informative research and development articles. As expected, the Covid-19 pandemic, and the resulting consequences and requirements have made a huge impact on education across all levels, sectors and countries. Engineering education has been particularly affected as on-campus laboratory exercises, industry placements, and other practice-oriented activities that are fundamental to engineering students' professional development had to be put on hold or substituted by often less effective virtual tasks. Hence, in this issue, several articles demonstrate how engineering and technology education has been delivered during the pandemic, considering the wide-ranging restrictions, special needs of students and additional requirements and pressures faced by academic staff.

The articles included in this issue come from 13 countries worldwide, with two articles coming from Australia, and one article each from such countries as Greece, Indonesia, Kazakhstan, Malaysia, Russia, Slovakia, Slovenia, South Africa, South Korea, Taiwan, the Kingdom of Saudi Arabia and the United Arab Emirates.

Due to the continuing pandemic-related restrictions, the Faculty of Architecture and Design at Slovak University of Technology in Bratislava (FAD-STU), Slovakia, as the sponsor and organiser of the *2021 Conference on Engineering and Architecture Design Education (EADE-2021)*, made a decision to carry out the Conference over the Internet. Although this resulted in a relatively small number of participants, but the virtual contact still enabled paper presentations and scholarly deliberations. The paper sessions included 13 interesting and stimulating presentations by academics from four countries: Canada, Slovenia, Poland and Slovakia. Most of the presented papers have already been published by the WIETE, and the remaining few, already selected for publication, will soon be published in the *World Transactions on Engineering and Technology Education (WTE&TE)* Vol.19, No.4, of course, subject to positive referees' reviews. We have been lucky to secure assistance from Professor Robert Špaček of the FAD-STU, and President of the WIETE International Academic Advisory Committee (WIETE-IAAC), to take on the responsibility of the Guest Editor of this issue.

We are now contemplating the organisation of the *2022 Conference on Engineering and Architecture Design Education (EADE-2022)*, for very early September 2022, with the host and organiser yet to be determined. With the pandemic restrictions still in full force, all WIETE conference plans needed some adjustment. The *11th WIETE Annual Conference on Engineering and Technology Education* originally scheduled for February 2020, in Bangkok, Thailand, had to be cancelled for that year. However, we have not abandoned the idea of organising it, and hope that it may be possible to run it in late 2022 with the venue still to be decided. Similarly with the *8th Mediterranean Seminar on Engineering and Technology Education* that was initially scheduled for September 2020 in Athens, Greece, and later rescheduled for September 2021. Perhaps next year we may be able to hold it in Athens, between 23 and 27 May 2022.

I wish to express my heartfelt gratitude to the authors of these articles for their willingness to share their achievements with other international colleagues. I also acknowledge with thanks a long standing commitment to the WIETE by our international referees who read and reviewed the articles. My sincere thanks are extended to the members of the WIETE editorial team that consists of colleagues, such as Dr Dianne Q. Nguyen, Mrs Dorota I. Pudlowski, Associate Professor Arthur J. Swart, Professor Robert Špaček and Mr Nial Wareing for their invaluable assistance in the preparation of this Journal.

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