

Editorial

My cautious editorial comments on artificial intelligence expressed last year, have to be continuously updated as AI becomes stronger and more forceful than before, especially considering the massive financial resources poured into various AI projects, and its exponential impact on almost every sector of life, including economy, politics, health, education, etc. Also, last year, I was more focused on the ethical considerations of generative AI in regard to research and publishing, consequently changing our journals' submission form to incorporate an AI ethical compliance statement to be signed by the author.

However, apart from the threats that AI poses, one has to recognise its huge potential for learning and teaching at all educational levels, including university. The core question is how should it be developed, learned and used in an ethical, responsible and equitable way? This, in turn, leads to the question of what it means to be AI competent in the global context.

For example, UNESCO has recently launched AI competency frameworks for students and teachers, which emphasise the unique position of AI among other digital technologies, the need for a human-centred approach to AI, and the need to uphold dignity, justice and sustainability in all AI developments and applications. I would expect that similar frameworks will be formulated at national and institutional levels, following the UNESCO call for action in this area, and as was the case with digital competencies. The UNESCO frameworks encourage educators to integrate AI across various disciplines, and we have already had articles that demonstrated the AI potential in applications across various educational activities, including architectural virtual tours, simulations, gamification, adaptive learning and others.

Considering the main theme of this year's EADE Conference - *Digitisation of Engineering and Architecture Education* the discussion on AI will be continued. The 2025 Conference on Engineering and Technology Education (EADE-2025) will be held in Pavia, Italy between 12 and 14 June. I hope that many of you will travel to Pavia, to attend this gathering of engineering and architecture educators and discuss current issues of professional education, as well as to enjoy the beauty and culture of Lombard, Italy.

This issue of the Global Journal of Engineering Education (GJEE), Vol.27, No.1, includes nine articles coming from eight countries, located on five continents. Two articles each come from Kazakhstan and Poland. One article each come from Australia, South Africa and the United States of America. Also, one article co-authored by four authors come from Botswana, Italy, and Poland, with Poland including two authors, and one article from authors from South Africa and India. I wish to thank the authors for their efforts in writing these informative and interesting articles. These thanks extend also to the referees and editors involved in the preparation of this issue.

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