

Editorial

This year has been full of engaging and crucial WIETE-related activities in Europe. One of them, was the 2024 Conference on Engineering and Architecture Design Education (EADE-2024) held in the Faculty of Architecture and Design at Slovak University of Technology in Bratislava (FAD-STU), Slovakia, between 10 and 12 June 2024, about which I informed our readers in my previous editorial to the World Transactions on Engineering and Technology Education (WTE&TE). I am also pleased to inform that the Faculty marked the 25 years of our co-operation, in earlier years with the UNESCO International Centre for Engineering Education (UICEE) and more recently with the World Institute for Engineering and Technology Education (WIETE) on special, well-attended gatherings. A presentation entitled *25 years of FAD's relationship with the WIETE* was delivered by the Dean of the FAD-STU, Associate Professor Branislav Puškár, during the Concluding Session of the EADE-2024, and its main points were repeated at the opening ceremony of the STU's new academic year 2024-2025 on 16 September 2024, highlighting the benefits arising from this long-standing collaboration.

The meeting of members of the WIETE International Academic Advisory Committee (WIETE-IAAC) and members of the Editorial Advisory Boards of our both journals carried out on the eve of the EADE-2024 was yet another event that proved very useful, particularly in regard to publishing. One of the most current issues discussed at the meeting was the position of the WIETE and its institutional partners regarding AI-based text, image and data generating programs that impact on research methodology and research article creation. The meeting discussion focused on individual universities and their policies regarding AI, and was widened by the inclusion of other ethical issues, such as plagiarism, paper (article) mills and authorship matters. This type of information and feedback from the Committee and Boards members is highly valuable for the day-to-day operations of the WIETE, and I would like, once again, to thank the meeting participants for exchanging information, views and positions from diverse institutions in different countries and continents. Considering the mutual benefits arising from such gatherings, it was decided to make it a permanent, preceding event to any future conference/seminar organised by the WIETE.

The end of calendar has shown an increase of publishing activities and we are delighted to release this issue of the World Transactions on Engineering and Technology Education (WTE&TE), Vol.22, No.4, to the global readership to present recent achievements of academics from several countries across four continents, Europe, Africa, North America and Asia. This provides readers with a considerable insight into the trends and changes of didactic methodologies used in technology and engineering education in a wide spectrum of institutions, some of which are located in countries with economies in transition. This issue consists of 15 research articles, which come from eight countries. Five articles come from Poland, which deal mostly with architecture education, four articles come from Kazakhstan and two articles come from Slovakia. One article each come from Indonesia, South Africa and South Korea, and one joint article that comes from Kazakhstan and the United State of America.

As always, and with genuine sincerity, I wish to thank the authors of these articles for their eagerness to present their work and achievements in improving their teaching processes in order to make engineering and technology studies more attractive and enjoyable to students. My sincere thanks are also directed towards the international referees for their assessments of these articles and to the WIETE editorial team for their support and assistance in the editorial work on this issue.

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