

Editorial

The 2025 Conference on Engineering and Architecture Design Education (EADE-2025), to be held in Pavia, Italy between 12 and 14 June, has an inspiring theme - *Digitisation of Engineering and Architecture Education*. I would like to encourage all our partners and supporters to take advantage of this opportunity and attend the Conference. The full scope of the Conference can be viewed on its Web site, so my comments refer only to its theme. Reflecting on the definition of digital competence in regard to education, it seems amazing how this definition has changed and expanded over the years, with artificial intelligence being now applied in educational settings, and AI competence frameworks emerging at various levels. For example, in my recent editorial to the GJEE, I mentioned the 2024 UNESCO AI competency frameworks for students and teachers.

Advancements and developments in digital technology, new platforms and applications have changed the way of communication, teaching, learning, research and administration - all areas of university activities. From my perspective, it is particularly encouraging to see this change reflected in the articles published over the years by the WIETE with references to various kinds of educational and other relevant technology becoming more widely utilised across various universities, countries and continents. I expect that this year *digital acceleration* will be even more visible in article proposals, with augmented reality, virtual reality, simulations, immersive environments, and other, not yet known at this stage, technologies as core content. So, considering the planned conference and articles with new content, the beginning of this year appears very promising.

This issue of the World Transactions on Engineering and Technology Education (WTE&TE), Vol.23, No.1, includes nine articles coming from ten countries, worldwide, with two articles coming from Indonesia, one article each from Jordan, Kazakhstan, Poland, Slovakia, South Africa and Thailand, and one collaborative article from three countries: Kuwait, Turkey and Germany.

I wish to thank the authors for their efforts in writing these articles and extend my cordial thanks to referees and editors involved in the preparation and release of this issue. In particular, my sincere gratitude goes to the international referees who have done their assessment of the articles in express time. I am also grateful to our international colleagues for supporting the WTE&TE and bringing good quality articles to its content.

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