

## Editorial

[doi:10.3991/ijep.v1i1.1630](https://doi.org/10.3991/ijep.v1i1.1630)

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The engineering profession started a long time ago, in *sensu stricto* even when mankind built the first constructions, villages in the Fertile Crescent. We admire the cities of Assyrians, the pyramids and temples of Egypt, the Roman cities around the Mediterranean Sea, the art of shipbuilding of the Phoenicians, and more. All these admirable things are a result of engineering work. Nothing is known about the teaching of engineering in ancient times, but one can assume that it had to be done in an organised way, at least at a scholar - student basis.

What about engineering pedagogy now?

Most of the countries have distinct systems of engineering education, with different schools of engineering pedagogy. The International Society for Engineering Education, IGIP, bases on the work of Adolf Melezinek and his Klagenfurter Schule, where the technical teacher training is considered as one of the most important aspects of engineering education. Train the trainer is a main goal in the 21<sup>st</sup> century as it was 40 years ago. Of course, the perspective of engineering education may have driven. Nowadays increased mobility is asked for, he or she may have to work along with colleagues trained in other countries. The competencies attributed to an engineering position have changed, too, not only the competencies of the professions are asked for but also evaluation management, development competencies, communication skills, teamwork, sustainability, ethics and intercultural competencies. As the competencies of an engineer have changed, or let's say increased, have the competencies asked from an engineering educator. Work with small / large / diverse student groups, project work, and knowledge on teaching and learning styles, evaluation and assessment, inclusivity, laboratory learning, global dimensions of engineering education / globalisation, quality issues – to name some issues - have emerged in the last years. Faculty development and lifelong learning are also political issues.

Engineering pedagogy does not have enough *online* publication possibility. IGIP therefore is presenting an *online* journal to give everyone working on engineering pedagogy or doing research in one of the fields of engineering pedagogy a forum for publication. At present four issues per year are planned, later on this will be enlarged to six. The Editorial Board as an international expert team guarantees a stable scientific basis. We will work with a large group of colleagues as reviewers, both from universities and engineering schools, every submission will be reviewed by two independent reviewers.

The journal is open for everyone. Readers don't have to pay any fee, just register. For members of IGIP the publishing fee is included in the membership fee, for others the publishing fee is EUR 90 and includes a one year membership of IGIP.

We appreciate your submissions on all topics of engineering pedagogy.

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