



Australasian Association for
Engineering Education



What's on in AAEE?

2026-Edition 1- March



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President's Message

Dear Members,

Welcome to the first newsletter of 2026. I am looking forward to another great year.

I would like to commence by congratulating AAEE members (that I have been made aware of), for the national recognition received via the Universities Australia, Australian Awards for University Teaching. Firstly, Sam Cunningham from QUT (currently serving as Treasurer) was awarded the 2025 Award for Teaching Excellence: Engineering, IT, Architecture and Building. We also have several members being recognised with a Citation. This includes Miao Li from CSU, Behad Fatahi and Anna Lidfors Lindqvist from UTS, Chamith Wijenayake from UQ, and Alireza Mohyeddin from ECU. Please help me in congratulating them on this recognition. I would hope that we can organise a showcase in the year so they can disseminate their great work to our community. If an AAEE member receives such recognition, please email me so that I am made aware and can include it in future newsletters. Those doing great things in this space need celebrating!

A big thank you to the Victorian members for hosting the AAEE Vic snapshot, led by Nick Brown (RMIT) with Emily Cook (Swinburne), Rob McHenry (Deakin), Tony Vo (Monash) and Josh BurrIDGE (UMelb). This event featured popular presentations and insights from AAEE25. I heard great feedback from the event, and I hope we can replicate this success in other states.

As outlined in our strategic plan, we aim to reestablish MOU's with our sister organisations. Our first, with the [Canadian Association \(CEEA\)](#) has been signed and approved by the relevant committees.

Throughout the year, we will be making improvements to our website. A new section in our newsletter will help showcase what those monthly changes are.

Another addition to our newsletter will be an events calendar. This will help members keep track of deadlines and events related to AAEE and sister organisations.

The first Executive Committee meeting for the year was held in February. The [portfolio structure](#) has now been confirmed. We welcome Zach Quince and Jayashri Ravishankar as our new elected members, and May Lim as the AAEE26 Representative. We have also continued to approve position descriptions, discuss strategic opportunities and undertake beginning of year administrative processes. Key items for the year included planning for AAEE26 (Dec – UNSW), including the continued execution of having research papers Scopus-indexed (please see the relevant update in this newsletter), and planning for this year's Research School (July-QUT).

Have a great March!

Warm regards,

Sasha Nikolic

2026 AAEE Annual Conference



Join us at the University of New South Wales, Sydney, Australia for the **37th Australasian Association for Engineering Education Annual Conference (AAEE2026)**.

CALL FOR ABSTRACT AND WORKSHOP EXPRESSION OF INTEREST

The 37th Australasian Association for Engineering Education Annual Conference (AAEE 2026) is now accepting abstract and workshop expression of interest submissions via the conference website.

Submission Tracks and Guideline

AAEE2026 has three submission tracks: Research Paper, Practice Paper or Workshop that will be delivered in person at the conference. Authors will be asked to nominate a track at submission.

Research papers present research that follows best-practice practices in engineering education research. Submissions should include a literature review, theoretical background, a clearly articulated theoretical and methodological framing, clearly described methods, results, analysis, and interpretation. Research papers must articulate an original contribution to engineering education research.

Practice papers present scholarly accounts of implemented or ongoing practice and initiatives in engineering education (e.g. case studies). Submissions may describe how authors have implemented or informed engineering education practice, applied concepts within engineering education contexts, reflected on relevant literature and its application to practice within engineering education, and/or articulated its broader implications beyond the immediate educational context. Practice papers should provide insights, specific steps, recommendations, or techniques for addressing problems or improving educational outcomes.

Workshops are 1.5 or 3-hour long interactive sessions, facilitated by one or more workshop facilitators, that are grounded in sound theory and practical application for engineering education. It typically involves active participation through activities such as demonstrations, guided tasks, small-group discussion, problem-solving, and hands-on practice.

All full paper submissions will be subjected to a double-blind peer review, and only papers that meet the review requirements will be accepted for inclusion in the conference program. All accepted Research Papers and Practice Papers will be published on the conference website and indexed on Informit. Accepted Research Papers will also be published in the AAEE Conference Proceedings and submitted to Scopus for consideration of indexing. Acceptance to the research track is not guaranteed, nor is acceptance by Scopus. For more information, visit the [AAEE Conference Proceedings page](#).

KEY DATES

Call for abstract and workshop expression of interest opens Monday 27 February 2026

Call for abstract and workshop expression of interest closes Monday 6 April 2026

Abstract and workshop expression of interest acceptance Monday 4 May 2026
Call for full paper and workshop opens Monday 4 May 2026
Call for full paper and workshop closes Monday 22 June 2026
Full paper and workshop acceptance Monday 3 August 2026
Camera ready submission close Monday 19 October 2026

Website Updates

Our website aaee.net.au is large, and it can be difficult to take notice of what's changed. This is what has happened this month:

- The [Executive Committee](#) and portfolios have been updated for 2026.
- A new page added to celebrate MOU's reestablished with [our partners](#).
- A [history page](#) has been created, which we expect to be populated over the course of the year.
- Missing [newsletters](#) from 2025 added

Aim for the next 1 – 2 months is to add all AAEE24/25 papers to the open repository

2025 AAEE Engineering Education Grant Outcome

We are pleased to announce the awarding of the third grant for the 2025 AAEE Engineering Education Grant round. Congratulations to the successful team who have secured the \$10000 ACED aligned grant – we are looking forward to great outcomes and impact from their work in the near future!

2025 ACED Aligned Grant \$10,000

Project Title: Generative AI and the Future Engineer: Mapping Workforce Skills and Guiding Curriculum Reform

Investigating Team: Dr Mohammad Polash, University of Sydney; Dr Winn Chow, The University of Melbourne; Dr Muhammad Sajjad Akbar, University of Sydney; Dr Armin Chitizadeh, University of Sydney; Mr Jose Meza, University of Sydney; Dr Basem Suleiman, University of New South Wales; Dr Yining Hu, University of Technology Sydney; Dr Spyros Schismenos, RMIT University; Dr Stella Peng, The University of Melbourne; Dr Xi Wu, The University of Sydney; Dr Aneasha Bakharia, The University of Queensland; Dr Vi Truong, The University of Melbourne; Dr Andrew Chester, The University of Melbourne

Abstract: Generative AI is fundamentally reshaping engineering by automating routine tasks and altering the core skills required for entry-level roles. This project addresses the critical disconnect between current university curricula and these evolving workforce demands. Adopting a robust mixed-methods design, the study will triangulate data from a quantitative analysis of industry job postings with qualitative consultations involving students, academics, and hiring managers. This investigation will identify specific “AI-assisted competencies”, such as prompt engineering, ethical oversight, and collaborative problem-solving, that are becoming essential for professional practice. Findings will be synthesised into an evidence-based skills roadmap and a practical framework for curriculum reform. By providing actionable recommendations for updating course designs and learning outcomes, this project aims to produce future-ready graduates who can effectively and responsibly collaborate with AI, ensuring their competitiveness in a rapidly changing professional landscape.

Whakatere | Navigation Funding Success!

Congratulations to the team from Otago Polytechnic, Southern Institute of Technology, and Ara Institute of Canterbury—Matt Slattery-Holmes, Adam Liberatore, Dr Hilary Lawrence, Joelle Peters, Dr Lindsey Alton, Brian Freeman, Carlo Gabriel, and Ian Chesterman—on securing funding from the newly established *Whakatere | Navigation Fund*.

Their collaborative, multi-institutional project, “**Engineering graduate attributes: from pre-programme to practice,**” will investigate how engineering graduate attributes are perceived and developed within the New Zealand Diploma of Engineering and the Bachelor of Engineering Studies programmes.

The project's Principal Investigator, Matt Slattery-Holmes said “Our team is very grateful to have been awarded a 2026 AAEE Whakatere | Navigation grant in support of our research into engineering students' perceptions of the IEA graduate attributes. As early career researchers, this funding is both an encouragement and an important opportunity to strengthen the scope and rigour of our work.

Our project explores how engineering students understand and value the IEA graduate attributes throughout their studies, and how those perceptions align with signals from industry. Although graduate attributes sit at the heart of accreditation frameworks, there is still limited longitudinal evidence about how students themselves prioritise

and value them. This award enables us to extend our multi-institutional study, refine our methodology, and integrate employer perspectives into the research.

In the longer term, our goal is to use robust findings from this work to help inform teaching practices and curriculum design, particularly in areas where student perceptions and industry expectations may not yet align. We look forward to sharing our progress with the AAEE community as the project develops.”

Congratulations again to the team; we look forward to learning from this important research!

The *Whakatere | Navigation Fund* was established following the success of AAEE2024 (hosted by University of Canterbury and Ara Institute of Technology). The fund received financial support from the New Zealand Council of Engineering Deans and is supported through Engineering New Zealand | Te Ao Rangahau and AAEE.

University of Melbourne – GenAI Workshop + Networking

This Networking and GenAI event will be held at the University of Melbourne on Tuesday the 24th of March in the afternoon. Details and agenda to be confirmed. It will include a workshop on GenAI as well as a networking opportunity for AAEE members.

Workshop Abstract: This workshop is aimed at subject coordinators who require guidance on possible ways to integrate AI into interactive classroom learning activities. Participants will then engage in an interactive mock tutorial focused on AI-ethics, using the CAC Co-Intelligence Framework, which will leave attendees with actionable insights into how co-intelligence, the collaboration between human creativity and artificial capability, can enrich learning experiences. This will help students become informed, ethical, and critical users of these tools.

Workshop Speaker: Sasha Nikolic

To register: <https://www.aaieec.org/event-details/genai-aaee-networking-uni-of-melbourne>

Call for Society Level Sponsors

An item of the strategic plan is to obtain society-level sponsors that cover all elements of the things that we do, including our annual conference. Through added sponsorship, we can provide more funding for hard to obtain grants and other initiatives that support AAEE. If you are interested in providing such support, please be in contact with sasha@uow.edu.au

AI SIG Update

The AI SIG has started the year expanding with a new cluster – the Benchmarking Clusters. All other clusters are in the stage of designing new projects to see out the year.

A newly [published article](#) from the GenAI tutor cluster explores the variability in accuracy across disciplines and topics when the AI is used as a 24x7 tutor. Caution is needed due to the incorporation of errors/hallucinations that a student may encounter in such a learning experience. Furthermore, the more mistakes a student makes in its learning interactions, the more likely the AI is to hallucinate. Read more: [Generative Artificial Intelligence \(GenAI\) 24x7 Tutor: A simulation of the capability of ChatGPT, Wolfram GPT and Tutor Me GPT to accurately and effectively tutor engineering and math content.](#)

Elevating Research Quality: AAEE’s Move Toward Scopus-Indexed Proceedings

For nearly 40 years, the Australasian Association for Engineering Education conference has grown not only in size, but also in the quality and capability of our community.

At the same time, expectations on us, as engineering education academics, to publish in high-quality outlets continue to increase. In response, last year the AAEE Executive committed to applying to Scopus to index select papers from our conference. We are not alone in this direction - our European colleagues at SEFI have successfully pursued Scopus indexing in recent years.

Starting in 2026, the AAEE Conference will include streams for paper submissions: a Research stream and a Practice stream.

Papers accepted into the Research stream will be published in formal proceedings, which we will submit to Scopus in 2028 for consideration for indexing. The Practice stream will continue to provide a valuable venue for work-in-progress, case studies, and innovations in engineering education practice. Both the Research and Practice Papers will continue to be indexed on Informit.

For authors, this change introduces greater choice and clarity. When submitting papers to the Australasian Association for Engineering Education conference, you will nominate either the Research or Practice stream, depending on the intent and academic rigour of your work. The Research stream is designed for studies that meet established standards of research rigour. These papers will undergo a higher level of peer-review scrutiny than in the practice papers, reflecting the more stringent requirements required for Scopus indexing. The Practice stream remains an important and valued pathway for work-in-progress, innovation reports, and case studies in engineering education practice.

We cannot guarantee acceptance of papers submitted to the Research stream; the credibility of both the proceedings and consideration of indexing by Scopus depends on maintaining and enforcing strict quality standards. In a similar way, we cannot yet guarantee that our submission to Scopus in 2028 will be accepted, but we're doing our utmost on our end to ensure that we meet Scopus requirements.

This change aims to strengthen research quality across the region while preserving the supportive, practice-oriented focus of our community, whilst also recognising the importance of improving the academic standing of our members.

For further details of the new processes, please visit the updated information on the AAEE website <https://aaee.net.au/conference-proceedings/>

STEM2026 & SFEE-5 Conference

We are delighted to share exciting news with you and warmly invite you to join us for the **9th International STEM in Education Conference & the 5th Shanghai Forum for Education Excellence (STEM2026 & SFEE-5)**, to be held on November 5–8, 2026, in Shanghai, China, hosted by Shanghai Jiao Tong University.

STEM Education and Educational Excellence for Sustainable Futures As the world continues to face urgent and interconnected challenges—climate change, environmental degradation, energy transition, inequality, digital transformation, and global health issues—the role of STEM education has become more critical than ever. STEM2026 aims to explore how STEM education can contribute meaningfully to achieving the United Nations Sustainable Development Goals (SDGs) by fostering innovation, resilience, and global citizenship among learners.

This year's conference seeks to highlight and examine STEM education research and practices that promote sustainability, inclusivity, innovation, and equitable access to education. It invites perspectives that go beyond traditional approaches, reimagining how STEM education can empower individuals and communities to engage with real-world problems and create transformative solutions for a sustainable future. We welcome educators, researchers, and innovators to share their stories, insights, and discoveries at STEM2026 & SFEE-5: STEM Education and Educational Excellence for Sustainable Futures.

Call for Papers

We cordially invite educators, researchers, K12 teachers and innovators from around the world to submit papers and share their research findings, teaching experiences, and practical explorations related to STEM education and educational excellence.

We would greatly appreciate it if you could share this conference announcement and call for papers with colleagues, students, and networks who may be interested.

Conference Information

Dates: November 5–8, 2026

Location: Shanghai, China

Venue: Shanghai Jiao Tong University

Conference Website & Submission Details: [<https://sfec.sjtu.edu.cn/> | Home-STEM&SFEE]

Should you have any questions, please feel free to contact us. We look forward to welcoming you in Shanghai!

Best regards,

STEM2026 & SFEE-5 Conference Committee

sfee@sjtu.edu.cn

<https://sfec.sjtu.edu.cn/>

WEEF & GEDC 2026: Engineering Education That Transforms

Cartagena de Indias, Colombia | 22–25 September 2026 | WEEF2026.org

The global engineering education community will converge in the vibrant Caribbean city of Cartagena de Indias, Colombia, for the World Engineering Education Forum (WEEF) and Global Engineering Deans Council (GEDC) Annual Conference 2026. Hosted by the Colombian Association of Engineering Schools (ACOFI), this year's event marks a particularly special milestone—the 20th Anniversary of the International Federation of Engineering Education Societies (IFEES).

Under the theme “**Engineering Education That Transforms**”, WEEF & GEDC 2026 brings together engineering educators, industry leaders, researchers, policy makers, and students from across the world. The focus is on shaping engineers who not only adapt to global challenges but actively contribute to societal improvement. Participants can expect opportunities to:

- Share innovations in engineering pedagogy
- Strengthen social responsibility and ethical frameworks within curricula
- Explore cross-sector partnerships
- Connect with global leaders committed to elevating engineering education

ACOFI brings more than **50 years of leadership** in advancing engineering education in Colombia and across Latin America. Through contributions to accreditation, national policy, computational thinking initiatives, seismic risk modelling, and international collaborations (including ASIBEI, CONFEDI, ABET, LACCEI, and others), ACOFI has positioned itself as a global exemplar of engineering academic excellence. This makes Cartagena not just a picturesque host city—but a strategic one.

Call for Papers and Key Dates

The conference invites contributions from academics, practitioners, and students, with the **final abstract submission deadline set for 10 April 2026**.

Tracks will showcase leading-edge topics including:

- Pedagogical innovation
- Ethical engineering and social impact
- Digital transformation and AI in engineering education
- Global partnerships and future-ready skill development

As WEEF celebrates 20 years of advancing engineering education worldwide, Cartagena 2026 will serve not only as a global gathering, but as a forward-looking forum dedicated to shaping the next generation of engineers prepared to lead with integrity, innovation, and global awareness.

National Competency Standards for Engineers workshops

Engineers Australia are planning a series of face-to-face workshops to facilitate discussions on the implementation of the National Competency Standards for Engineers in Sydney, Melbourne, Brisbane and Adelaide and an online option. The pre-release version of the NCSE will be shared at the workshop. Please use the appropriate link below to book into a workshop or the online webinar. In Sydney, Melbourne and Brisbane, workshops are repeated in the afternoon as we realise it is during teaching time and want to maximise the opportunity for academics to attend.

Venue	Date	Time	Venue	Registration link (Jess to provide)
Melbourne	23/03/2026	9am to 12pm (AEDT)	VIC EA office (Level 26, 181 William Street): Mackenzie Committee room	https://event.me/w2v0lm

Melbourne	23/03/2026	1pm to 4pm (AEDT)	VIC EA office (Level 26, 181 William Street): Mackenzie Committee room	https://cvent.me/xxMDZX
Sydney	31/03/2026	9am to 12pm (AEDT)	NSW EA office (Mezzanine Level, 44 Market St): Harricks Auditorium 1	https://cvent.me/z0MV79
Sydney	31/03/2026	1pm to 4pm (AEDT)	NSW EA office (Mezzanine Level, 44 Market St): Harricks Auditorium 2	https://cvent.me/mr4e8B
Adelaide	30/03/2026	11am to 2pm (AEDT)	SA EA Office (): Sir Robert Chapman Theatre	https://cvent.me/DyRyxr
Brisbane	16/03/2026	9am to 12pm (AEST)	QLD EA office (Level 9, 340 Adelaide St): Hawken A Auditorium	https://cvent.me/2mV1r5
Brisbane	16/03/2026	1pm to 4pm	QLD EA office (Level 9, 340 Adelaide St): Hawken A Auditorium	https://cvent.me/gBawY9
Online	1/04/2026	1:30pm to 4:30pm		https://cvent.me/RyBlmR

2026 Events Calendar

It can be difficult to keep track of events and deadline from AAEE and our partners. This calendar has been designed to help you stay on track. As deadlines are considered, even draft dates, they will be added to the calendar.

March 2026:

- 24th: GenAI Workshop + Member networking @ UMelb, Melbourne

April 2026:

- 1st: Submission deadline SEFI26
- 6th: AAEE26 Call for abstract and workshop expression of interest closes

June 2026:

- 14 – 17th: CEEA26 @ Moncton, Canada
- 22nd: AAEE26 Call for full paper and workshop closes

July 2026:

- 3rd: Early bird registration deadline SEFI26
- 6 – 10th: AAEE Research School @ QUT, Brisbane

September:

- 7 – 10th: SEFI26 @ Prague, Czech Republic
- 22-23: WEEF & GEDC 2026 @ Cartagena de Indias, Colombia
- 15th: *DRAFT* – Deadline for AAEE Engineering Education Awards & Grants

October:

- 5th: AAEE26 Author registration deadline
- 19th: AAEE26 Camera-ready submission closes

November

- 5-8th: STEM2026 & SFEE-5 Conference @ Shanghai, China

December:

- 13th: Executive Committee Meeting; HDR Symposium; Early Career Academy meeting @AAEE26
- 13 – 16th: AAEE26 @ UNSW, Sydney, Australia