Australasian Association for Engineering Education

What's on in AAEE?

2026-Edition 6- August

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President's Message

Dear Members

The AAEE **Research School** is an important stepping stone for anyone wishing to engage more deeply in engineering education research. In July, more than 20 participants attended this year's Research School at QUT. I would like to thank Sarah Dart, Grace Panther, Tania Machet, Rosalie Goldsmith, Samuel Cunningham, Amy Young, and Sally Male for their contributions in making the event a success. A big thank you to QUT for hosting the event. If you are new to engineering education research, I strongly encourage you to consider attending next year.

This month (26 Aug) will be the **3rd Annual AAIEEC showcase**. This is a great opportunity to explore and engage with the AI SIG community, their projects and research. There are exciting key speakers including AI Education leaders, Ecolab, Office of Chief Scientist & Engineer, Sydney Water & more! The keynote is from Cath Ellis.

Over the next few months, there will be several opportunities for members, including grants, awards, the HDR Symposium, and Academy applications. We will also be calling for nominations for the Executive Committee.

More immediately, the extended Expression of Interest period for the **Editor-in-Chief of AJEE** closes in the next few days. Across the different leadership opportunities, I encourage members to consider applying for those that best reflect their interests and capabilities, while also being realistic about the workload involved. AAEE roles

require preparation, follow-through, and an active commitment; they are not simply a matter of attending meetings. Please consider your existing workload carefully before putting yourself forward.

There was no Executive Committee meeting in July, so there is no committee update to report this month.

I will be on long service leave from August through October. During this period, Enda Crossin has kindly agreed to fulfil my responsibilities. I am very grateful to Enda for stepping in, and I encourage you to contact him if you need assistance during this time.

Have a great August

Sasha

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).

Full paper and workshop acceptance Monday 3 August 2026
Early bird registration closes 16 October 2026
Camera-ready submission close Monday 19 October 2026

AJEE EiC EOI Deadline Extended

The Editor-in-Chief is responsible for upholding the mission and scope of the Australasian Journal of Engineering Education (AJEE). AJEE is a Q1-ranked journal, and we are looking for someone who is interested in taking on the challenge of keeping the journal a trusted, quality source of engineering education research.

Key responsibilities include selecting papers that provide new, original, and important contributions to engineering knowledge. The Editor is responsible for the overall quality of the intellectual content of the journal and for overseeing the review process to ensure it is thorough, fair, and timely.

A full description of the position, general duties and responsibilities is available on the AAEE website.

Time Commitment and Appointment
- The Editor-in-Chief role requires a time commitment of approximately one day per week.
- The appointment term is three years, commencing 1 January 2027, with the possibility of renewal.

EOI deadline: 10 August 2026

AAEE 2026 Awards & New Supporting Videos

The AAEE Annual Awards recognise outstanding contributions to engineering education in Australasia. Awards are presented each year at the AAEE Annual Conference.

Technical Society Awards
There are three awards that are presented through the Technical Society association with Engineers Australia. These are:

- **Australian Council of Engineering Deans National Award for Engineering Education Excellence** for demonstrated excellence in Engineering Education
- **Engineering Education Research Design Award** for rigorous, innovative and transferable research design in the field of Engineering Education

- **Engineering Education Engagement Award** for fostering an excellent standard of successful engagement with stakeholders in Australasian Engineering Education

Citations for Outstanding Early Career Contributions to Engineering Education

- AAEE awards **Citations for Outstanding Early Career Contribution to Engineering Education.** These citations recognise and reward the diverse contributions made by individuals to the quality of engineering student learning and teaching at the early stages of their career, are judged by a panel of experts drawn from across Australasia.

Applications close: Monday, 14 September 2026.
Detailed information: https://aaee.net.au/aaee-awards/

New Supporting Videos:
AAEE has released two videos to support members interested in applying for the 2026 AAEE Awards. The AAEE Awards 2026 Information Session provides an overview of the award categories, eligibility requirements, submission process, and key 2026 updates. The Writing a Strong AAEE Awards Application video offers practical advice on choosing the right award, framing your contribution, using evidence effectively, and avoiding common application weaknesses.
Members considering an application, or encouraging colleagues to apply, are encouraged to watch both videos and review the current guidance on the AAEE Awards website.

AAEE Awards Information: https://youtu.be/vxS5-h-YGIk
Writing a Strong AAEE Application: https://youtu.be/Yt9O5Esfoes

Whakatere | Navigation Grants for 2027

Following the success of the 35th AAEE Conference in Ōtautahi | Christchurch and with the financial support from the New Zealand Council of Engineering Deans, the Whakatere | Navigation Grants have been established to support engineering education research in Aotearoa | New Zealand and the Pacific. Backed by AAEE and Engineering New Zealand, these grants are aimed at fostering collaborative research with significant impact on engineering education. The grants support teams, led by a Principal Investigator at an Engineering New Zealand Accredited Institution in New Zealand or the Pacific, with the aim to:
1. identify engineering educational issues and to facilitate an evidence-based approach to address these issues
2. raise the profile of engineering education research
3. show leadership in promoting and enhancing engineering education research
4. establish and build on national and international partnerships in engineering education research
5. foster national collaboration and collegial networking for sharing research, innovation and good practice in engineering education
6. contribute to the growing community of engineering education researchers in higher education

The total funding pool for all projects commencing in 2027 is NZD$25,000 ex. GST. One or two projects will be funded. The scheme is designed for early to mid-career academics, though senior researchers may participate in mentoring or advisory roles. Applications must include institutional support and a clear plan for impact and dissemination.
Applications close: Friday, 30 October 2026, 5 pm AEST.

For full details, including eligibility, selection criteria, and application instructions are available at https://aaee.net.au/current-grants/

2026 AAEE Engineering Education Grants

The 2026 AAEE Engineering Education Grants are open for application! Three grants of up to $10,000 each are available for projects that address the outcomes of the ACED Engineering Futures 2035.

The grants support teams in building their skills and capacity in engineering education scholarship and/or research in higher education (or equivalent), encouraging excellence in scholarly practice with a particular focus on developing emerging scholars in the field.

Applications are welcomed from early and mid-career academics engaged in scholarly practice and/or engineering education research at Australian Academic Levels A–C, or NZ Academic Level Associate Lecturer, Lecturer, Senior Lecturer, or polytechnics equivalent. Applicants must be AAEE members employed

by an eligible higher education institution in Australia, New Zealand, or Oceania (PNG/South Pacific). A PhD is not required, though demonstrable capacity or experience in engineering education research and/or scholarly work will strengthen an application.

Senior and established researchers, including previous grant recipients and AAEE Award winners, are encouraged to participate in a mentoring or advisory capacity, supporting emerging scholars who are leading the work.

Applications close: Monday, 7 September 2026.

Detailed information: https://aaee.net.au/current-grants/

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:

- Two new videos have been added to the Awards page that support members learn about the awards, and provide insights on how to write a strong application

AI SIG Update

ll things AI and Engineering Education can be found at AAIEEC:

- The 3rd Annual Showcase will be held 26 August. The showcase brings together educators, researchers, industry professionals, and government representatives to discuss emerging opportunities and challenges with AI in engineering education and practice. Guests: AI Education leaders, Ecolab, Office of Chief Scientist & Engineer, Sydney Water & more! Register now!
- An in-person symposium was held on the 24th of July at the University of Wollongong - Shaping AI-Ready Futures: Shape future talent. With approximately 50 participants, it targeted industry members, developing a benchmark of AI practice and translating this into future graduate competencies. Insights to this event will be released in a few months
- A new EJEE publication from the implementation cluster - Engineering students' perspectives on how generative AI is reshaping engineering skills and education: a multi-institution qualitative study. This paper reports an inductive thematic analysis of semi-structured interviews with 48 engineering students across year levels at three Australian universities.
- New blog post - Teaching Ethics: One Year Later, Why Are More Students Using AI When They're Told Not To? An update from a 2025 analysis on how teaching ethics does not necessarily translate into not using AI when told not to.

August CREITE session

August CREITE session August 19th 12:30-2pm (AEDT)
The Centre for Research into Engineering and Information Technology Education (CREITE) holds monthly meetings exploring topical issues and the latest research in engineering education. Activities include: guest speakers discussing EER methodologies or research projects; peer feedback sessions on draft abstracts or conference presentations, and interactive sessions on different skills and approaches in EER (e.g. reviewing journal manuscripts). CREITE is hosted by the University of Technology Sydney, with members from the Sydney region and beyond, including the University of New South Wales, University of Newcastle, and Charles Sturt University. We normally meet on the third Wednesday of the month, from 1230-2pm, Feb-Nov.

Join us on Zoom:
https://zoom.uts.edu.au/j/88012429428

Calls for Expressions of Interest in Hosting AAEE2029

The AAEE conducts an annual conference throughout Australia and New Zealand to promote engineering education scholarship and facilitate the dissemination of research and best practices throughout the engineering

education community. Hosting this conference brings substantial visibility to your university and city. It provides a great networking platform and professional development opportunities within engineering education.

If you would like the opportunity to bring the AAEE community to your doorstep, an EOI to host AAEE2029 is due on 16th November 2026.

The 'Procedures to Host the 2029 conference' is now available on the AAEE website. Please contact enda.crossin@canterbury.ac.nz with any questions or queries.

Engineers Australia Updates

Input to A More Joined-up Tertiary System
Engineers Australia recently contributed to consultation on the ATEC paper on A More Joined-up Tertiary System. Our input reinforced the importance of a coordinated approach across VET, higher education and professional pathways, particularly for disciplines such as engineering where outcomes-based accreditation plays a critical role.

Key themes included the need to better align qualification frameworks with industry capability requirements, strengthen transitions between education stages, and ensure that quality assurance mechanisms support innovation while maintaining confidence in graduate outcomes. The submission also highlighted the opportunity to more effectively integrate professional accreditation into the broader tertiary system design. A link to our submission will be available in early July, under the Policy and Advocacy library - https://www.engineersaustralia.org.au/policy-and-advocacy.

International collaboration through the IEA
The EA International Engineering Alliance (IEA) delegation of National President, Tom Goerke, Emeritus Professor Elizabeth Taylor, AIRCDR (retd) Anker Broderson and Bernadette Foley recently returned from the 2026 annual meeting. It was the first time that EA's National President has attended. The accreditation centre continues to monitor outcomes from these meetings, and are looking forward to our periodic review for the IEA Dublin Accord in late 2026. We thank all volunteers that contribute to these activities.

Through recent engagement, there has been a strong focus on evolving education accords, consistency in applying graduate outcomes, and strengthening reviewer capability across jurisdictions.
Bernadette Foley has been closely involved in these discussions, contributing to conversations on how accreditation systems can continue to support international mobility while responding to changes in education delivery and professional practice. These global engagements remain important in ensuring that our accreditation approach aligns with international expectations while reflecting local context.

Progress toward a National Registration Scheme
Work is continuing to jointly advocate with the profession for a national approach to engineering registration in Australia. Together with the federal Treasurer, state and territory Treasurers are exploring ways to create a 'single national market for workers' to increase labour mobility, productivity, and competitiveness across jurisdictions. Registration schemes for engineers currently vary between states and territories, a single national scheme would reduce administrative burden and strengthen public confidence, professional accountability and workforce mobility.

Accreditation remains a key underpinning of any national approach, providing assurance of graduate capability and supporting consistency across the profession. Ongoing collaboration between regulators, professional bodies and government will be important in progressing a more joined-up system.

Accreditation Deep Dive webinar series
We are continuing our Accreditation Deep Dive webinar series, with upcoming sessions focused on key areas of interest to the sector:

- Monday 28 September 2026, 11.00 am to 12.00 pm AEST
  Accreditation Deep Dive: generative AI, learning, assessment and accreditation
- Monday 23 November 2026, 11.00 am to 12.00 pm AEST
  Accreditation Deep Dive: implications of NCSE implementation on accreditation

These sessions are designed to provide practical insight and foster shared understanding across providers, industry and accreditation stakeholders. Recordings of previous sessions are available through the EAXchange Accreditation Community of Practice.

Helen Fairweather

Engineering New Zealand Updates

International Engineering Alliance meetings – Cape Town
I've recently returned from the International Engineering Alliance (IEA) meetings in Cape Town, South Africa – somewhere I'd definitely recommend you visit if you get the chance! The week of meetings included workshop discussions on a range of strategic and operational topics, including initiatives to maximise mobility through the IEA Education Accords and Mobility Agreements, the development of structured training framework for IEA reviewers, and the potential development of a new education Accord for Masters qualifications.

Within the Education Accords, The Engineers Institution of Zambia was admitted as a provisional Signatory to the Washington Accord and the Indonesian Accreditation Board for Engineering Education was admitted as a provisional signatory to the Sydney Accord and Dublin Accord.

Engineering Graduates increase, but shortages remain!
Our recent report on university enrolment and graduation trends shows encouraging growth but it's insufficient to resolve New Zealand's long-term engineering skills shortage. We estimate that we need between 1,500 and 2,300 additional engineers every year to meet demand and support resilience, innovation and economic growth.

New Tikanga learning module
We have recently released a new online learning module that introduces the foundational ideas of Māori tikanga, and practical ways engineers can apply them in their work. The module is available free to Engineering New Zealand members, including Student members, for whom membership is also free!

Brett Willams

Help Shape International Benchmarks for Project-Based Learning

Are you involved in project-based learning (PjBL) in higher education?
Researchers from UNSW, USyd, UTS and RMIT are developing an international benchmarking tool to support the sustainability and scalability of PjBL. Building on previous Australasian research, the team is seeking input through a survey examining PjBL implementation and student experience.
Your participation will help establish international benchmarks and identify effective practices across institutions. Participants will receive access to project findings and contribute to the development of international benchmarks for PjBL.
Complete the PjBL survey
Learn more:

- *Project-based learning in Australian & New Zealand universities: current practice and challenges*
- *Project-based learning in Australian & New Zealand universities: sustainability and scalability*

Research Team: Sarah Grundy, Marina Belkina, Peter Neal, Daron Li, Tom Goldfinch, Guien Miao, and Nick Brown.

Future of Engineering Education Research Project

Dear Members of the Engineering Community,
I am pleased to invite you to participate in a study focusing on the **Future of Engineering Education**. Engineering practice is rapidly evolving due to technological advances, global challenges, and shifting industry expectations. These changes are raising important questions about how tertiary engineering programs should be structured over the next decade. The study aims to gather insights from diverse stakeholders to identify shared priorities, emerging trends, and differing perspectives that can inform evidence-based program development for the next 10 years.
Who should participate?

- Industry Professionals in Engineering / Engineers
- Academics / Educators / Researchers in Engineering
- Engineering Students / Recent Graduates
- Policymakers / Executive Leaders / Institutional Administrators in Engineering

What's involved?

An approximately 20 min anonymous online survey including rating questions, priority selections, paired comparisons, and optional open-ended responses.

Confidentiality

Participation is voluntary, and responses are collected anonymously. No personally identifying information will be recorded. The study has received approval from the Flinders University Human Research Ethics Committee (Approval No: 9532). The Participant Information Sheet and Consent Information is attached for your reference.

If you are willing to contribute your perspective, please access the survey via the link below:

https://researchsurvey.flinders.edu.au/surveys/?s=NCCLH3MPTP4NMW3W

Your insights will help shape evidence on how engineering programs can evolve to meet future workforce and societal needs.

Thank you very much for considering this invitation and for your valuable time.

If you have any questions, please feel free to contact the lead researcher Dr Reza Hashemi from Flinders University (Adelaide, Australia) at reza.hashemi@flinders.edu.au or Mr Sahil Kumar at sahil.kumar@flinders.edu.au

Accreditation Deep Dive Webinar Series Continues

More than 170 participants registered for Engineers Australia's recent *Accreditation Deep Dive: Understanding Evidence at the Program Level* webinar, which explored how institutions can demonstrate achievement of graduate outcomes in an increasingly AI-enabled educational environment. Discussions highlighted the growing importance of program-level assurance, authentic assessment and evidence that graduates can apply professional judgement responsibly when working with AI and other emerging technologies.

Our next webinar, **Accreditation Deep Dive: Generative AI, Learning, Assessment and Accreditation**, will be held on **Monday 28 September 2026, 11.00 am - 12.00 pm AEST**. The session will continue to explore the implications of TEQSA's recent paper *Assuring Quality Learning in a Generative AI Integrated Future*, with a particular focus on the proposition that higher education should assure the development of adaptive capabilities that enable graduates to thrive in a technology-rich future. Register via the webinar event page.

Recordings of previous webinars and ongoing discussions can be accessed through the Engineers Australia Accreditation Community of Practice. We also encourage AAEE members to join current discussions about becoming a Discipline Expert on an accreditation panel and supporting the future quality assurance of engineering education.

2026 AAEE Research School

More than 20 participants from universities across Australia and New Zealand gathered at Queensland University of Technology's (QUT) Gardens Point campus in Brisbane from 6-10 July for the 2026 AAEE Research School. The five-day program provided an immersive learning experience for higher degree research students, early career academics, and established academics seeking to strengthen their expertise in engineering education research.

The Research School focused on developing participants' capacity to design and undertake impactful education research. Early sessions explored the foundations of engineering education research, while later sessions examined theoretical frameworks, research methodologies, and a range of data collection and analytical methods. The final day focused on networking, publishing, and identifying next steps.

The 2026 Research School was delivered by a dedicated facilitation team comprising Grace Panther, Tania Machet, Rosalie Goldsmith, Samuel Cunningham, and Amy Young, and convenor Sarah Dart, who led preparations for the event before commencing parental leave. Sally Male, editor-in-chief of the Australasian Journal of Engineering Education, also delivered a session on research dissemination during the event.

As another successful Research School concludes, its impact is likely to extend well beyond the week itself. Through strengthened research skills, expanded professional networks, and new ideas for collaboration, participants leave better equipped to contribute to evidence-informed innovation in engineering education.

Stay tuned for further updates about 2027 plans for the Research School including an expression of interest process for hosting and a call for facilitators.

Images: (1) Final day group photo; (2) facilitation team





2026 Events & Deadlines Calendar

It can be difficult to keep track of events and deadlines 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~~

May 2026:

- ~~14th: Research School early-bird rate finishes~~

- ~~20th: May CREITE session 1230-2pm (AEST) via Zoom~~
- ~~29th: EOI Closes – HDR Symposium Convenor~~

June 2026:
- ~~2nd: AAEE26 Submissions requirements seminar~~
- ~~9th: EOI Closes – AJEE EiC~~
- ~~14 – 17th: CEEA26 @ Moncton, Canada~~
- ~~22nd: AAEE26 Call for full paper and workshop closes~~
- ~~17th: June CREITE session 1230-2pm (AEST) via Zoom~~

July 2026:
- ~~3rd: Early bird registration deadline SEFI26~~
- ~~6 – 10th: AAEE Research School @ QUT, Brisbane~~
- ~~15th: July CREITE session 1230-2pm (AEST) via Zoom~~
- ~~24th: Shaping AI-Ready Futures (AAIEEC)~~

August 2026:
- **19th: August CREITE session 1230-2pm (AEST) via Zoom**
- **26th: AAIEEC 3rd Annual Showcase**

September:
- 7 – 10th: SEFI26 @ Prague, Czech Republic
- 7th: Deadline for AAEE Engineering Education Grants
- 14: Deadline for AAEE Engineering Education Awards
- 16th: September CREITE session 1230-2pm (AEST) via Zoom
- 22 – 25th: WEEF & GEDC 2026 @ Cartagena de Indias, Colombia

October:
- 5th: AAEE26 Author registration deadline
- 19th: AAEE26 Camera-ready submission closes
- 21st: October CREITE session 1230-2pm (AEDT) via Zoom
- 30th: Whakatere | Navigation Grants for 2027 deadline close

November

- 16th: EOI Hosting AAEE2029 closes
- 18th: November CREITE session 1230-2pm (AEDT) via Zoom

December:
- 9th: December CRIETE session 1230-2pm (AEDT) via Zoom
- 13th: Executive Committee Meeting; HDR Symposium; Early Career Academy meeting @AAEE26
- 13 – 16th: AAEE26 @ UNSW, Sydney, Australia