Australasian Association for Engineering Education

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2026-Edition 8- November

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President's Message

Dear Members

I have just returned from long service leave and would like to thank the committee members who have helped support my duties while I was away. It is amazing how well the executive team works and supports each other.

Voting is currently open for the AAEE Executive Committee 2027/2028. I encourage all members to vote by the 9th of November deadline. Please be aware that **Engineers Australia reviews and validates each vote**, so please ensure your vote is cast as per the instructions. I would like to remind members that being on the committee is not just about attending meetings, but actually taking on work and responsibilities. Therefore, when voting, ask yourself the question, "can the candidates I vote, commit time and resources towards the role?", along with all the other skills they may bring to the table. Please note that if you are successful, you will be encouraged to attend the December committee meeting in-person or online to develop early insights into the role and challenges ahead.

With all the excitement for the upcoming AAEE26 (please don't forget to register), let's not forget that calls to host **AAEE29 close on the 16th**. Hosting brings the brightest minds in engineering education to your doorstep, and your institution gets to keep the profits. It's not too late to put in a bid.

We have lots of HDR/Academy deadlines this month. Therefore, please check the announcements regarding the **HDR Symposium** and **Academy**. We are also looking for a host to hold the **Research School**.

We had many submissions for our **grants** and **awards**. This was a very competitive process and I congratulate everyone successful. Award winners will be announced at the conference, but the grant winners are announced in the newsletter. The relevant committees had to make some very hard decisions. If you missed out or are considering applying next year, please follow all guidelines and recommendations.

Our last **committee meeting** was in early October. At the meeting, we discussed actions arising from discussions held with MOU partners at SEFI26, including ways to improve collaboration. We discussed and approved the recommendations from the awards and grants committees, and we discussed a number of actions required from the education portfolio, some of which you will see in this newsletter below. We discussed our budget, and it appears our decisions have helped rebuild a small surplus, providing room to fund extra initiatives in the future.

Have a great November

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).

Don't forget to register for this year's conference, it is just around the corner.

A big thank you to this year's sponsors – **Engineers Australia, John Mossir Group, MathWorks**, Schoolyear, Standard Print Co, EduTechnics, Emona Instruments and Leap.

Expression of Interest (EOI) for AAEE Higher Degree Research (HDR) Symposium

The AAEE Higher Degree by Research (HDR) Symposium in Engineering Education Research (EER) offers an opportunity for Masters by Research and PhD candidates to explore and develop their research projects under the guidance of scholars from the wider engineering education community. The aims of the symposium are for HDR students to:

- Network with other students to extend their network in EER,
- Present and constructively discuss their own work and the work of others,
- Receive constructive feedback and input from scholars outside their own institution, and,
- Contribute to the AAEE community.

The 2026 AAEE HDR Symposium is planned for in-person participation at the UNSW Sydney CBD campus on the afternoon of **13 December** in the lead up to the AAEE conference welcome event. Further details will be announced in due course. We invite Masters by Research and PhD candidates in EER to apply to participate in the AAEE HDR Symposium by completing an EOI form. We welcome both new and returning participants who are at any stage of their candidature. Fields of interest include those outlined in the aims and scope of the *Australasian Journal of Engineering Education* and the 2026 AAEE Conference.

The deadline for submission is November 13, 2026 with decisions returned to applicants by November 16, 2026. Click here to apply.

Accepted participants will be required to prepare a summary slide of their work for facilitated group discussions (further details provided to those accepted) and register for the main AAEE conference.

Information provided in this EOI form will be used by HDR Symposium organisers to inform session design including mentor/mentee groupings. Project information will be provided to mentors to facilitate session activities. Any questions about the HDR Symposium can be directed to Amy Ser (amy.ser@qut.edu.au).

Applications for AAEE Academy of Early Career Engineering Educators (AECEE)

AAEE invites applications for The Academy of Early Career Engineering Educators (**closing date Friday 13th** of November 2026).

This leadership and professional development program supports early career education-focused academics through networking of like-minded people and professional development opportunities. More details and the application form is available at https://aaee.net.au/academy/

Questions can be directed to the Academy Convenor Iain Skinner (i.skinner@unsw.edu.au)

EoI – Hosting the 2027 Engineering Education Research School

The Australasian Association for Engineering Education (AAEE) is seeking Expressions of Interest from universities to Host the 2026 AAEE Engineering Education Research School. Since 2011, The EER School (previously known as Winter School), has directly supported over 200 participants to develop the knowledge and skills required to successfully undertake EER.

The EER School has traditionally been hosted by a university to provide an in-person active and engaging training environment that connects novice, emerging and experienced education researchers.

Hosts of the EER school receive a free place and benefit from significantly reduced travel and accommodation expenses for participants from their institution. In return the host provides a venue and catering for the 5-day event. For reference, the 2026 EER School was hosted at the QUT in Brisbane.

Universities or consortia interested in hosting the 2027 Engineering Education Research School should contact Zach Quince (AAEE Executive Committee – Education Portfolio) zach.quince@scu.edu.au to receive an Application Pack. Applications will be due by **Friday 13th November 2026** with all applicants notified of the outcome by Friday 27th November 2026.

Invitation to contribute to research on the CAC Co-intelligence framework

Have you used the CAC Co-intelligence framework in your teaching?
I have openly shared and supported the delivery of CAC Co-intelligence for 2 years. I am now conducting a research study to understand how academics have interpreted, adapted and implemented the CAC Co-intelligence framework in real classroom settings.

The framework positions effective GenAI use as: **Cognitive + AI + Cognitive**
We are seeking academics who have used the framework in a subject, assessment, learning activity, workshop or curriculum-design process.

We are particularly interested in what happened in practice:

- How did you apply or adapt the framework
- Did the application work as intended?
- How did students respond?

Your experience can help support the next stage of the framework's development and contribute to more evidence-informed approaches to GenAI in higher education.
If you have used the CAC Co-intelligence framework in your teaching, I would be very pleased to hear from you.
Complete the survey: https://uow.au1.qualtrics.com/jfe/form/SV_2mGNec9OhD6oT7o

Please also share this invitation with colleagues whom you know have also implemented the framework.
Participation is voluntary. Full information about the study and participation requirements will be provided before consent is sought.

This study has been approved by the University of Wollongong Human Research Ethics Committee, reference H2026-0328.

AAEE Partner Association Events

CEEA ACEG Annual Conference 2027
Hosted at Western University, London, Ontario, June 14–18, 2027
Have a project, idea, or teaching innovation to share? The CEEA-ACÉG 2027 Conference is looking for contributions from across the engineering education community! Share your research, experiences, and fresh approaches to help move the field forward. The submission deadline is November 9th. Explore the submission guidelines and start preparing your proposal:
More information

SEFI 2027 Annual Conference
Hosted at the University of Sheffield, Sheffield, UK, September 14-17, 2027
The European Society for Engineering Education (SEFI) Annual Conference is the continent's largest gathering of engineering educators, researchers and industry partners. In 2027, SEFI comes to the University of Sheffield — a world-leading research university at the heart of one of Europe's most vibrant student cities. Join us for four days of inspiring talks, collaborative workshops and a rich social programme. Whether you are an academic, practitioner, student or policymaker, SEFI 2027 is your opportunity to shape the future of engineering education. Submission deadline is drafted for April 2027.
More information

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:

- Updates to the HDR Symposium and Academy pages.

AI SIG Update

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

- **Upcoming Events:**
  - AAIEEC GenAI in Academic Publishing: Topics include exploring GenAI tools for academic research, effective prompting techniques and responsible use, and more. Register here.
- Some **new publications** from the clusters:
  - Engineering students' engagement with generative AI: Perceptions, practices, and implications for learning and teaching
  - From Automation to Engagement: Teaching Academics' Future Plans for AI in Higher Education
- **New Blog Post:**
  - AI Augmentation Roles: Choosing How AI Supports Thinking, Learning, and Decision-making
    - Using AI effectively isn't just about knowing how to write a good prompt. It's about knowing what role you want AI to play in supporting your thinking, learning, and decision-making.
- **Survey Participation:**
  - Have you used CAC Co-intelligence? If so, please consider the invitation to participate in a research study, as per the relevant newsletter item.

Calls for Expressions of Interest in Hosting AAEE2029

AAEE is seeking Expressions of Interest from institutions interested in hosting the 2029 AAEE Conference. Held annually across Australia and New Zealand, the conference showcases engineering education scholarship and best practice while connecting educators and researchers from across the region.

Hosting provides a valuable opportunity to raise your academic, and institutional profiles, whilst supporting professional networking and development in engineering education. **EOIs close 16 November 2026**. See the Procedures to Host the 2029 Conference for further information.

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 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

Recruitment Ad for Research Project

We are a group of academics from the University of Sydney, UTS and RMIT University, and we are conducting a study on how academics manage the workload of coordinating large cohort units of study and what types of support from institutions and leadership are effective to facilitate this coordination.

Who should participate?

If you are a coordinator of a large cohort unit (based on your understanding of what large cohort means), we would like to invite you to participate in this study.

What does participation involve?
Participating in this study would involve filling out this survey, which should take no longer than 20 minutes to complete. Taking part in this study is voluntary.

Optionally, we may also invite you to participate in a follow-up interview with one or more members of the research study team. We anticipate this interview will take 60-90 minutes, and may take place in-person at a place of your choosing or remotely via Zoom. If you are willing to be interviewed, please indicate this in the survey. Interviewees will be chosen based on their survey responses.

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

AAEE Grant Winners

2026 AAEE Engineering Education Grants- Recipients Announced
The Australasian Association for Engineering Education is pleased to announce the recipients of the 2026 AAEE Engineering Education Grants. Three projects have each been awarded $10,000 to advance research and practice in engineering education, aligned with the ACED Engineering Futures 2035 priorities.
This year's applications reflected a strong shared focus on preparing work-ready graduates: how professional capabilities and graduate attributes are developed, mapped and assessed, and how generative AI is reshaping engineering practice and education. Congratulations to the successful teams.

A Multi-Institutional AI-Enabled Virtual Industry Program for Scalable and Authentic Engineering Learning
Led by Dr Lam Nguyen (University of Technology Sydney), with Dr Darson Li (University of New South Wales) and Dr Waranga Habaraduwa Peellage (Western Sydney University).
Addressing priorities in Engineering Futures 2035, this project develops a Multi-Institutional AI-Enabled Virtual Industry Program (A-VIP) that embeds industry-authentic engineering projects into theory-heavy subjects such as Mechanics of Solids and Fluid Mechanics. Students tackle real-world engineering challenges with AI acting as a "support engineer" - providing personalised feedback, supporting critical thinking and prompting reflection - with co-designed case studies, learning resources and educator professional development as outputs, and a scalable framework for embedding authentic learning across engineering programs.

Engineering Capability in Early Professional Practice Across Single and Double Degrees
Led by Dr Firoozeh Babayekhorasani (UNSW Sydney), with Dr Guien Miao (UTS), Mr James Salamy (Monash University), Mr Adam Liberatore (Otago Polytechnic) and Dr Rod Fiford (University of Sydney).
Engineering Futures 2035 identifies double degrees as a pathway to broader graduate outcomes, but whether that breadth translates into capabilities used in professional practice remains unclear, and direct comparison of double- and single-degree graduates is limited. Through semi-structured interviews with early-career graduates three to five years after graduation, the project examines the capabilities graduates attribute to their undergraduate pathway and whether double-degree graduates connect learning across their two fields, producing a comparative evidence base and an evidence-and-action brief for the sector.

From University to Practice: Understanding how Engineering Graduates Develop Professional Capabilities
Led by Dr Patcharin Chen (Monash University), with Dr Anna Lidfors Lindqvist (UTS), Dr George Stilwell (University of Canterbury), Dr Marina Belkina (UNSW Sydney), Dr Robert McHenry (Deakin University), Ms Kathy Petkoff (Monash University), Dr Matheus Xavier (The University of Melbourne), Mr Simon Howell (Griffith University), Dr Travis Woodward (Murdoch University) and Dr Zachery Quince (Southern Cross University).
While engineering programs offer many opportunities to develop professional capabilities, less is known about which experiences graduates find most effective in preparing them for practice. Across ten diverse institutions in Australia and New Zealand, the project will co-design data-collection instruments with academics, industry professionals and graduates, and use a survey and interviews to examine how graduates derive value from different learning experiences. The findings will inform engineering education in the context of the Engineers Australia National Competency Standard 2026 and the growing influence of AI on practice.

AAEE congratulates the successful teams and thanks all applicants for the quality and breadth of their proposals, and the assessors and Executive Committee for their work in reviewing and selecting the projects.

AAEE is committed to maintaining the highest standards of fairness, integrity and transparency in its awards processes. All eligible applications were assessed against the published criteria and weightings, with decisions based on the evidence submitted. Potential and actual conflicts of interest were required to be declared and documented, and affected assessors or committee members did not participate in the assessment or decision-making for the relevant applications.

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:
- 9th: Submission deadline for CEEA ACEG Annual Conference 2027
- 13th: EOI for HDR Symposium
- 13th: Application deadline AAEE Academy of Early Career Engineering Educators (AECEE)
- 16th: EOI Hosting AAEE2029 closes
- 18th: November CREITE session 1230-2pm (AEDT) via Zoom
- 23rd: Accreditation Deep Dive: implications of NCSE implementation on accreditation
- 24th: AAIEEC GenAI in Academic Publishing. Register here.
- 27th: EOI Hosting the 2027 Engineering Education Research School closes

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

2027:
- April: Submission deadline SEFI 2027 Annual Conference