

SEFI Journal of Engineering Education Advancement



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About the SEFI Journal of Engineering Education Advancement

The *SEFI Journal of Engineering Education Advancement* offers a route to share ideas, emerging research, experiences and innovations in the field. This peer-reviewed, open-access, online and archived journal is an official journal of SEFI, the European Society for Engineering Education.

The journal aims to support the advancement of engineering education. It welcomes exciting new innovations and ideas in a wide range of areas.

It is an official journal of the European Society for Engineering Education but with a global outlook. The journal recognises that innovation in engineering education is not constrained by borders and while some papers may have a specific European context, we welcome high quality manuscripts on exciting developments internationally.

The journal is primarily focused on learning and teaching of engineering in higher education, though in the widest sense. In addition to papers on higher education practice and approaches, high quality work of interest to the engineering education community are also of interest, such as those addressing engineering practice, lifelong learning, non-traditional entry routes and graduate outcomes.

For more details and to submit your work please visit : SEFI-JEEA.ORG

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Editorial

As we close out 2025 it is good to see a diverse range of papers coming into the journal – some of which you see here in this volume with many other exciting developments in the review or revision stage.

In this edition we see a large multinational and multi-institutional team led by Tabbi Awotwe of Kings College London looking at project based learning in South Africa and the appetite and capacity to exploit this to support the development of new engineers.

We also have interesting work by Zena Green and colleagues from Birmingham University (UK) examining the thorny topic of participation levels among students in group work. While examining a range of factors, a particular lens is thrown over cohorts with a mix of domestic and international students.

Some really engaging and thought provoking work is described by a Delft team led by Olya Cudina and Joost Mollen on ethical issues on human – robot interactions. With the rise of AI and the progression of robots from simple automation tools to something more, understanding this is going to become increasingly important to our students and to society as a whole.

The remaining two papers in this edition focus on project based learning albeit from different contexts and outlooks.

Julia Berg-Postweiler and Carmen Leicht-Scholten from Aachen, look at the impact on student growth when working in a cross disciplinary team to solve open grand challenge type problems. Using student reflections as their prime data source the team share through the paper not only the difficulties experienced by the students but also the impact of the exercise on their overall outlook.

Finally Eugenio Bravo and their team from Eindhoven in the Netherlands explore extra curricular projects and the benefits these had on shaping student confidence and skills.

We hope you find something of interest !

...and if you would like to join us as an author we look forward to seeing your papers and if you want an early scoop on the work of others please sign up as a reviewer – we would be delighted to welcome you.



Gareth Thomson

Editor in Chief

SEFI 2025

A look back at Tampere

The **SEFI 2025 Annual Conference**, held from 15–18 September 2025 at Tampere University in Finland, brought together around 600 participants to explore the theme “Engineering and Society.” The event highlighted how engineering education must adapt to societal challenges while remaining both globally connected and locally relevant.



Tampere City Hall, host of the conference welcome reception

The former Finlayson textile factory, now a cultural hub.



Keynotes urged educators to equip students with ethical awareness, reflective practice, and the ability to influence policy in a technologically complex world.

Sessions throughout the week addressed digitalisation, curriculum evolution, sustainability, and ethics, grounded in practical examples. Strong collaboration occurred across workshops, which have become increasingly popular over the last few years. Special Interest Groups, and informal networking underscored the community-driven spirit that defines SEFI. With typically 5 parallel sessions running at any one time, there was always something to explore and for delegates to adapt or take back to their own institutions.

The conference now moves on to the Czech Technical University in Prague from 7-10 September 2026, so if you want to find out more or contribute then a warm welcome will await.

More details - www.sefi2026.eu

