

ENGINEERING EDUCATION AND SOCIETY – CALL FOR PAPERS

Dear readers,

examinations of engineering as a profession and its various practices, as well as the scope and field of its scientific interest, emphasize the need for overcoming the idea of engineering as a mostly “technical exploit”, and acknowledge the idea of engineering as a process that includes different and complex aspects of social reality. This is reflected in the analysis of the corresponding curriculum, especially in the intent of “opening” towards the arts and humanities. However, reforms undertaken with the objective of bringing engineering education and society/culture closer together have not developed uniformly and tend to show that the very nature of this relationship is far more complex than could have been expected from the perspective of positivist certainty. There is an obvious disproportion between the reform, as an institutional-ideological project, and reality, in which the intended change is only partially implemented, since it goes through numerous revisions and adjustments in the context of dominant culture of engineering educational institutions, cultural “lenses” and shared practices of parties involved. At the same time, there is a growing number of theoretical approaches and research that contribute to the development of the topic on engineering education and society with regards to dominant questions on the kind of social and humanistic awareness of engineering students, the extent to which this awareness should be included in the curriculum, and in the end in what ways the reform could or should be implemented, i. e. which learning methods and pedagogical approaches should be used.

This way, the topic on engineering education and society is continually being re-established, renewed, and re-confirmed. It is diverse and interdisciplinary in focus, and it witnesses important breakthroughs of scientists working in the fields of technical sciences and arts and humanities, and their theoretical generality. Finally, it is also established in the workings of key groups of actors, who directly or indirectly participate in the design of engineering educational programs, like national and international engineering associations, accreditation agencies, lecturers and scientists in engineering studies and the business sector. The character of a vast array of concepts with regards to engineering education and society is mediated by their very presence and influence, which often vary depending on the set goals, ideological differences, experience, interests and difference in social power.

Scholars and experts, as well as other interested authors, are invited to submit their contributions about different aspects of the relationship between engineering education and society. We particularly welcome “down to earth” articles that, by combining professional, scientific imagination, and the reality of engineering education

can enable engineering students to deepen their understanding of their role in society.

Submissions are to be prepared in accordance with the Journal's instructions for authors.

Deadline for manuscript submission is 15th January 2014. Deadline for submission of final version of manuscripts is 15th March 2014. Issue is predicted to be published in April 2014.

Please prepare your paper following the “Instructions for Authors” available from the Interdisciplinary Description of Complex Systems web-site:

Cordially,

Zagreb, 8th April 2013

Prof. Nikša Dubreta