

Special Issue

Rethinking Engineering Education

Message from the Guest Editors

Engineering education is at a critical juncture, demanding fundamental transformation to address the complex challenges of our rapidly evolving technological landscape. Traditional educational models are increasingly inadequate. Current education models predominantly serve a narrow demographic and fail to capture the full potential of talent from different backgrounds. The profession suffers from persistent racial and gender disparities, with underrepresented groups systematically excluded from technological innovation pathways. The pace of technological change far outstrips our current educational approaches and we are attempting incremental improvements in a world that requires radical, systemic transformation.

Engineers today must be equipped with technical skills and a profound understanding of the ethical, social, and sustainability implications of technological solutions.

Research Priorities: - Educational and learning theory; - Sociological and demographic analysis; - Technology and innovation studies; - Systems thinking and organizational change; - Diversity and inclusion research; - Interdisciplinary engineering education.

Guest Editors

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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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