



“Role of Artificial Intelligence in Transforming Pedagogy of Engineering Education”

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Dr. Eleonore LICKL : Chair of the *International Monitoring Committee* of the International Society for Engineering Pedagogy IGIP; former Member of the *Executive Committee* of IGIP; former Secretary General of IGIP; former lecturer at the Vocational and Technical College For Chemical Industry in Vienna, Austria. Lecturer at the University of Teacher Education Styria in Graz, Austria. Former Editor-in chief of the online journal *The International Journal of Engineering Pedagogy* (iJEP). She graduated as "Diplom-Ingenieur" from the University for Natural Resources and Applied Life Sciences in 1980 in Food Science and Biotechnology and received her PhD from the same university in 1982. She has worked in industry, trade, and research in Austria, Switzerland, The Netherlands, UK, and Taiwan before she started to teach in 1989. Her interests are all areas of engineering education, esp. in professionalization of engineering faculty in general. She trains professionals starting to teach in Austrian VET Schools in the STEM sector, her expertise is also in teaching first and second year students in chemistry and chemical engineering. Awards: IGIP Senior member; Adolf Melezinek Meritorious Service Award

Conference on Transformation in Engineering Education deals in 2026 with the effect of Artificial Intelligence in Engineering Education. AI has arrived in Engineering Education several years ago. This conference will take a look at the transformation.

IGIP, the International Society for Engineering Pedagogy is focused on faculty development in teaching engineering subjects since more than 50 years. Of course, the methodology has changed over times. Teaching and learning have changed. IGIP has established Accredited Training Centers, where up-to-date Engineering Education is brought to interested faculty. These ATCs work with a curriculum, which at present is a modular pedagogy-based approach to methodological, didactical, and pedagogical excellence in the field of Engineering Education. ATCs have to be reaccredited every five years to guarantee their relevance and contemporariness.

Engineering Educators need relevant competencies which are presented in the Competency Model of IGIP. Engineering Educators have to support student learning so that these can reach the attributes stated by the International Engineering Alliance. The acquisition of the title “IGIP International Engineering Educator – Ing.Paed.IGIP” by faculty who had taken a course which worked according to the IGIP Curriculum represents an advanced form of personal and professional development which gives each graduate access to the network and experience of the global engineering Education community.