

The International Journal of
**ENGINEERING
EDUCATION**

CALL FOR PAPERS

SPECIAL ISSUE ON

How disability is addressed in Engineering Education

Guest Editors

Jesús Ángel Román Gallego

Escuela Politécnica Superior de Zamora, Universidad de Salamanca, Spain

Miguel Ángel Conde

Escuelas de Ingenierías Industrial e Informática, Universidad de León, Spain
Escuela Politécnica Superior de Zamora, Universidad de Salamanca, Spain

Engineering education has become a fundamental element in preparing future professionals in our current society, emerging as a key component of STEAM disciplines. However, not all engineering students learn in the same way, nor do they have the same needs. This becomes particularly apparent when discussing students with disabilities. According to the World Health Organization, there are about 1,300 million people with significant disabilities worldwide, which constitutes 16% of the global population. It is crucial that these individuals also have the opportunity to participate in engineering education through an inclusive educational model.

Given this situation, teaching engineering to students with disabilities is essential in promoting the employability of this group. Nevertheless, depending on the type of disability, different educational strategies will be necessary. To determine the most suitable one, it will be essential for both the student and the teacher to be aware of the student's condition in order to tailor the content, activities, and resources to their needs. Hence, it is appropriate to investigate the possible educational adaptations that may be required by students with disabilities based on their difficulties, the best methodologies, whether teachers have training in this area, how student work should be assessed, etc. These topics will be considered for this special issue.

Topics of interest include

- Literature review on disabilities within Engineering Education.
- Methods, tools, and applications for the Engineering Education of students with disabilities.
- Teacher preparedness for students with disabilities in Engineering Education.
- Adaptation of content, tools, and learning programs for students with disabilities in Engineering Education.
- The role of Artificial Intelligence in Engineering Education for students with disabilities.
- Evaluation of competency development in Engineering Education for students with disabilities.
- Best practices and insights gained from teaching students with disabilities in Engineering Education.

Submissions are to be sent by e-mail in MSWord (.docx) to the guest-editors of the Special Issue:

- **Dr. Jesús Ángel Román Gallego:** zjarg@usal.es
- **Dr. Miguel Ángel Conde González:** mcong@unileon.es – mconde@usal.es

Important dates

- | | |
|---|-------------------|
| • Submission of extended abstracts (about two pages): | November 30, 2024 |
| • Notification of reviewers' feedback: | February 28, 2025 |
| • Complete manuscript submission: | April 1, 2025 |
| • Notification of reviewers' feedback: | April 15, 2025 |
| • Final manuscript submission: | June 15, 2025 |

Manuscripts must be written in English and limited to 12 one-sided, one-column, single-spaced pages. Manuscripts should include keywords, complete affiliation addresses of the authors, including their emails, and short biographies. Citations and reference listing should comply with IJEE Guide for Authors. Figures and illustrations should be suitable for non-color printing. No copyrighted material should be included.

General information and guidelines are available at the IJEE web site:

<https://www.ijee.ie>

Specific Information for authors is available at:

https://www.ijee.ie/latestissues/Vol40-1/21_Guide_to_Authors.pdf and

<https://www.ijee.ie/PageCharge.html>