Plenary Sessions Schedule - EDUNINE 2026

The conference features five plenary sessions and one round table distributed across three days of the program. Each plenary addresses key themes related to Artificial Intelligence, engineering education, and the transformation of learning ecosystems. To facilitate international participation, the schedule below includes three-time references.

Session	Title	Speaker	Session Chair(s)	Date	Local Time (UTC-4)	US Eastern (UTC-5)	Central Europe (UTC+1)
Plenary 1	The Role of Engineering and Computer Technology as Artificial Intelligence Turns into Reality: A Challenge for Professional Education	Prof. Melany Ciampi	Prof. Claudio Brito	Monday, March 9	10:00 – 10:30	09:00 – 09:30	15:00 – 15:30
Round Table	IEEE Round Table	Multiple IEEE Division 6 Presidents	Prof. Martín Llamas Nistal; Prof. Melany Ciampi	Monday, March 9	11:00 – 12:30	10:00 – 11:30	16:00 – 17:30
Plenary 2	Cybernetic Insights on GenAI and Learning in Higher Education	Prof. David Ernesto Salinas Navarro	Prof. Agatha Clarice da Silva Ovando; Prof. Roberto Portillo	Monday, March 9	14:00 – 15:30	13:00 – 14:30	19:00 – 20:30
Plenary 3	What Does Learning Mean in the Age of Generative AI?	Prof. Arnold Pears	Prof. Melany Ciampi	Tuesday, March 10	10:00 – 10:30	09:00 – 09:30	15:00 – 15:30
Plenary 4	AI Plus/Delta: Reflecting on Teaching and Learning with and about AI	Prof. Diane Rover	Prof. Diane Rover	Tuesday, March 10	11:00 – 12:30	10:00 – 11:30	16:00 – 17:30
Plenary 5	Human-Centered AI in Engineering Education: From Digital Transformation to Ethical and Inclusive Innovation	Prof. Carina Soledad González González	Prof. Martín Llamas Nistal	Wednesday, March 11	13:00 – 14:00	12:00 – 13:00	18:00 – 19:00

Notes: All times follow the official conference schedule presented in the EDUNINE program. Time conversions assume the conference operates on UTC-4. Participants joining remotely should verify their local time if needed.

Conference Plenary Sessions

Plenary 1: The Role of Engineering and Computer Technology as Artificial Intelligence Turns into Reality: A Challenge for Professional Education.

Author: Prof. Melany Ciampi

Short Bio: Melany M. Ciampi (PhD, Dr. rer nat. habil., Universitätsprofessor, Eta-Kappa-Nu, Ing. Paed. IGIP) is a renowned Professor of Electrical and Computer Engineering and a global leader in engineering education. She currently serves as Rector of the International Institute of Education (IIE) and holds several international leadership roles including President of WCSEIT, SHERO, and WCCA. She has also served extensively within the IEEE Education Society, including as Vice President for Conferences and Workshops (2022–2023) and Secretary (2016–2021). Her work has significantly influenced global collaboration in engineering and technology education. Her many recognitions include multiple IEEE service and leadership awards.

Abstract: Educating leaders for continuous technological change requires rethinking engineering and computing in the age of real AI. Professionals must understand how artificial intelligence systems are designed, deployed, evaluated, and governed in real-world environments. This requires integrating strong foundations in computer science and engineering with data literacy, ethical reasoning, systems thinking, and interdisciplinary collaboration. Educational programs must foster curiosity, resilience, and lifelong learning so that engineers can guide responsible AI adoption and technological transformation. This plenary presents a detailed account of the IEEE World Engineering Education Conference (EDUNINE), an initiative developed continuously over the past ten years.

Plenary 2: Cybernetic Insights on GenAI and Learning in Higher Education.

Author: Prof. David Ernesto Salinas Navarro

Short Bio: Dr. David Ernesto Salinas Navarro is Senior Lecturer in Operations Strategy at Universidad Panamericana, Mexico, and Associate Research Fellow at the Centre of Systems Studies at the University of Hull, UK. He is a Certified Management & Business Educator (CMBE), Senior Fellow of Advance HE (SFHEA), and member of Mexico's National System of Researchers. With more than two decades of academic leadership across the UK and Latin America, he has held senior roles at Aston Business School, the University of Lincoln, and Universidad de Los Andes. His research focuses on systems thinking, management cybernetics, and community operational research.

Abstract: The rapid diffusion of Generative Artificial Intelligence (GenAI) is reshaping learning by reorganizing feedback structures among students, teachers, and learning environments. This work adopts a cybernetic perspective to examine how GenAI influences recursive processes of inquiry, collaboration, and reflection. A methodological guide is proposed for constructing case studies across disciplines to map these dynamics. A case study from a Quality Management module illustrates how GenAI reshapes reflection, collaboration, and assessment practices. The paper concludes by inviting scholars to explore how GenAI reshapes learning as a recursive cybernetic process.

Plenary 3: What Does Learning Mean in the Age of Generative AI?

Author: Prof. Arnold Pears

Short Bio: Arnold Pears, BSc (Hons), PhD, is a leading international scholar in computing and engineering education. He holds an honorary doctorate from the University of Eastern Finland and received the SEFI Leonardo da Vinci Medal for outstanding contributions to engineering education. He is Professor of Engineering Education and Head of the Department of Learning in Engineering Sciences at KTH Royal Institute of Technology and serves as President of the IEEE Education Society (2025–2026).

Abstract: Generative AI profoundly affects learning, assessment, and human development. The concept of creation is changing, highlighting the importance of self-regulation, metacognition, and cognitive development for resilient higher education. Universities and academic staff must adopt new approaches to teaching, research education, and scholarly practice. This plenary explores the fundamental questions of why we learn and why we research, reconnecting educational practice with the values that sustain curiosity and the love of learning.

Plenary 4: AI Plus/Delta: Reflecting on Teaching and Learning with and about AI

Author: Prof. Diane Rover

Short Bio: Diane Rover is University Professor of Electrical and Computer Engineering at Iowa State University. Her research focuses on engineering education, inclusive teaching practices, embedded computer systems, system-level design, and distributed systems. She has held multiple leadership roles in IEEE, ASEE, and ABET and currently serves as President-Elect of the IEEE Education Society. She is a Fellow of both IEEE and ASEE.

Abstract: This panel session uses a plus/delta assessment to explore what works well and what needs improvement in teaching and learning with and about AI in IEEE disciplines. Panelists from the IEEE Education Society Board of Governors will share perspectives from diverse regions and disciplines. The discussion will address teaching with AI, learning with AI, teaching about AI, and learning about AI. Participants will also engage in interactive discussions with the panelists and audience members.

Plenary 5: Human-Centered AI in Engineering Education: From Digital Transformation to Ethical and Inclusive Innovation.

Author: Prof. Carina Soledad González González

Short Bio: Carina Soledad González González is Full Professor in Computer Architecture and Technology at the University of La Laguna, Spain. She leads the Interaction, ICT & Education (ITED) Research Group and serves as Vice President for Publications of the IEEE Education Society and Editor-in-Chief of IEEE-RITA. She holds two PhDs in Computer Science and Education and has more than 30 years of experience in AI in education, human-computer interaction, and inclusive digital innovation.

Abstract: Artificial Intelligence is transforming engineering education, but its impact depends on how it is ethically and pedagogically integrated. This plenary explores AI as a catalyst for redesigning learning ecosystems around human agency, inclusion, and responsibility. It discusses generative AI, learning analytics, and intelligent systems that support personalization while protecting equity and academic integrity. The talk proposes a human-centered roadmap aligned with Industry 5.0 principles to guide responsible digital transformation in engineering education.

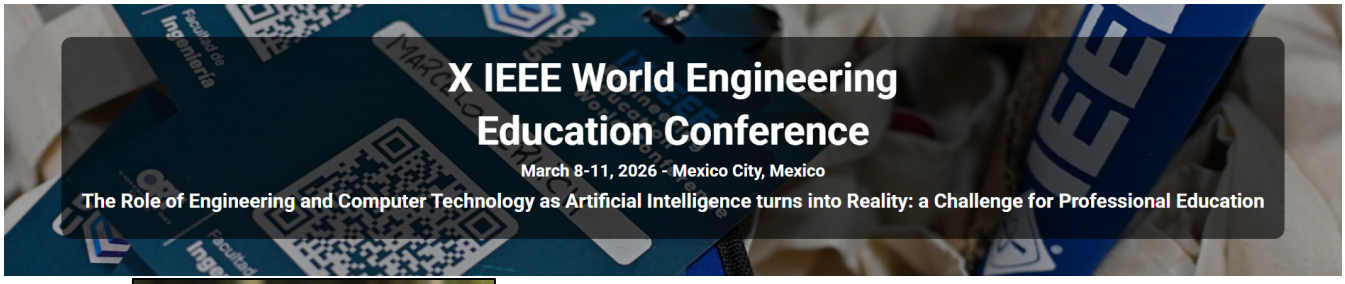
Panel Session

Panel Title: Artificial Intelligence in Practice: New Responsibilities for Engineering and Professional Education

Panelists – IEEE Division 6 Director and Society Presidents

Dr. Russ Meier – Director, IEEE Division 6

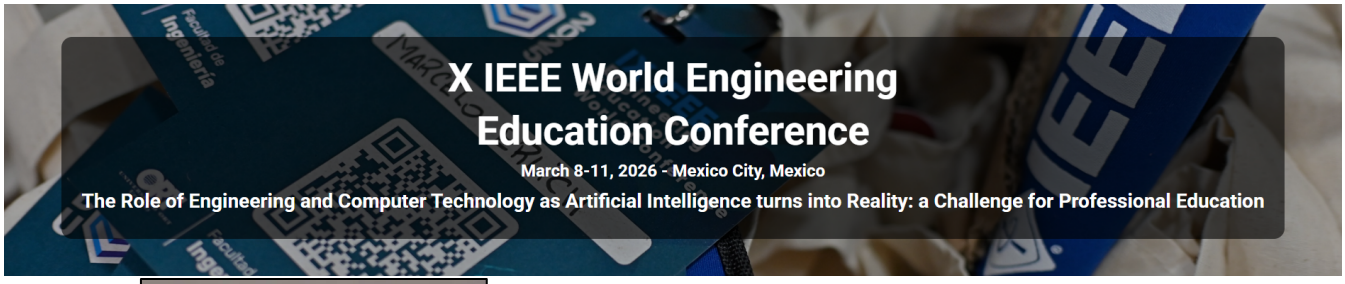
Dr. Arnold Pears – President, IEEE Education Society (EDS)

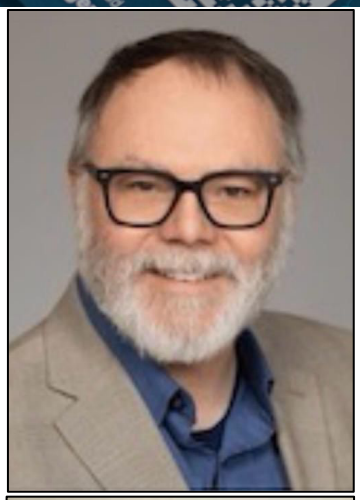


Dr. Juan José Rodríguez-Andina – President, IEEE Industrial Electronics Society (IES)

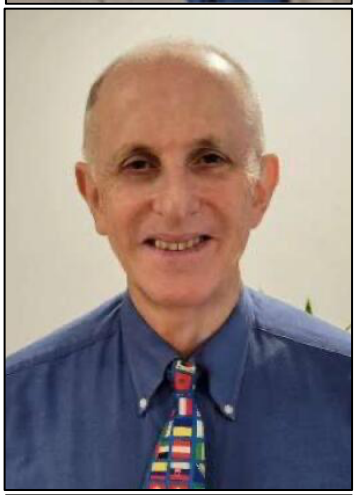
Dr. Regan Arndt – President, IEEE Product Safety Engineering Society (PSES)

Dr. Suzanne Lane – President, IEEE Professional Communication Society (PCS)





Dr. Jason Rupe – President, IEEE Reliability Society (RLS)



Dr. Luis Kun - Past President, IEEE Society on Social implications of Technology (SSIT)

Dr. Eduardo Ahumada-Tello – Vice President, Technical Activities, Representative of the IEEE Technology and Engineering Management Society (TEMS)

Abstract

IEEE members representing a broad range of technological fields contribute a comprehensive and diverse overview of the rapid advancements influencing both industry and education. Each IEEE society is dedicated to addressing emerging challenges, evolving requirements, and technological innovations within its respective field. Through their extensive understanding of industry trends and educational needs, these societies play a pivotal role in advancing professional development and shaping the future direction of engineering and technology education.

This discussion convenes seven IEEE societies within Division 6, including the IEEE Education Society, to examine the significant impact of Artificial Intelligence across their domains. Panelists will analyze the transformative changes, challenges, and opportunities introduced by AI, while the Education Society will place particular emphasis on AI's influence on teaching methodologies, learning processes, and curriculum development aimed at preparing the next generation of professionals.

By connecting industry and academia—two interdependent dimensions of technological progress—this panel provides a comprehensive global outlook on AI's role in redefining engineering practice and education. Participants are invited to engage in a forward-looking dialogue on navigating the opportunities and complexities presented by this rapidly evolving technological landscape.

IEEE INDUSTRIAL ELECTRONICS SOCIETY (IES)

The IEEE Industrial Electronics Society (IES) through its members encompasses a diverse range of technical activities devoted to the application of electronics and electrical sciences for the enhancement of industrial and manufacturing processes. These technical activities address the latest developments in intelligent and computer control systems, robotics, factory communications and automation, flexible manufacturing, data acquisition and signal processing, vision systems, and power electronics. The Field of Interest of the IES shall be confined to the theory and applications of electronics, controls, communications, instrumentation, and computational intelligence to industrial and manufacturing systems and processes.

IEEE EDUCATION SOCIETY (EDS)

The IEEE Education Society (EdSoc) was founded in 1957 and is one of the oldest technical societies in the IEEE. It is a worldwide community of professionals dedicated to ensuring high- quality education in science and engineering. The mission of the IEEE Education Society is to be an international organization that promotes, advances, and disseminates state-of-the-art scientific information and resources related to the Society's field of interest and provides professional development opportunities for academic and industry professionals.

IEEE PRODUCT SAFETY ENGINEERING SOCIETY (PSES)

The IEEE Product Safety Engineering Society (PSES) focuses on the theory, design, development and practical implementation of product safety engineering methodologies and techniques for equipment and devices. This includes the study and application of analysis, techniques, construction topologies, testing methodologies, conformity assessments and hazard evaluations. The IEEE Product Safety Engineering Society addresses safety engineering for equipment and devices used in the scientific, engineering, industrial, commercial, and residential arenas. It allows engineers and other technical professionals an opportunity to discuss and disseminate technical information, to enhance professional skills, and to provide outreach to engineers, students and others with an interest in the field.

IEEE TECHNOLOGY AND ENGINEERING MANAGEMENT SOCIETY (TEMS)

TEMS Values. Help IEEE members to maintain essential engineering management skills. Support the leadership career path of IEEE members. Foster active knowledge transfer between the academic and practicing communities. The Field of Interest of the TEMS encompasses the management sciences and practices required for defining, implementing, and managing engineering and technology. Specific topics of interest include, but are not limited to: technology policy development, assessment, and transfer; research; product design and development; manufacturing operations; innovation and entrepreneurship; program and project management; strategy; education and training; organizational development and human behavior; transitioning to management; and the socioeconomic impact of engineering and technology management.

IEEE RELIABILITY SOCIETY (RLS)

The IEEE Reliability Society (RLS) is focused on the broad aspects of reliability. We are concerned with attaining and sustaining these design attributes throughout the total life cycle. We have the management, resources, and administrative and technical structures to develop and to provide technical information via publications, training, conferences, and technical library (IEEE Xplore) data to both our members and to the Specialty Engineering community. In its role of providing reliability aspects of Specialty Engineering resources, the RLS disciplines span all design engineering fields, providing knowledge and expertise to incorporate reliability-specific attributes into the design of systems / products / devices / processes.

IEEE PROFESSIONAL COMMUNICATION SOCIETY (PCS)

The IEEE Professional Communication Society's (PCS) Field of Interest includes the study, preparation, production, delivery, use, improvement, and promotion of human communication in all media in engineering and other technical and professional environments. The Mission is to foster a community dedicated to understanding and promoting effective communication in engineering, scientific, and other technical environments.

IEEE SOCIETY ON SOCIAL IMPLICATIONS OF TECHNOLOGY (SSIT)

The IEEE Society on Social Implications of Technology (SSIT) is a multi-disciplinary and interdisciplinary society or engineers, policy makers, entrepreneurs, philosophers, researchers, social scientists, technologists, and polymaths to collaborate, exchange experiences, and discuss the social implications of technology.