Preface: Education and Training Track @REFSQ

Fatma Başak Aydemir[1], Paola Spoletini[2]

[1]*Utrecht University, The Netherlands*
[2]*Kennesaw State University, The USA*

1. Preface

We are pleased to announce the new Education & Training track at 31st International Working Conference on Requirements Engineering Foundation for Software Quality (REFSQ) 2025, which aims to provide a platform for industry practitioners, researchers, education and training professionals, and academics to share their best practices, tools, and insights on requirements engineering education and training. This track also offers an open space for fruitful discussions on challenges and opportunities in the field.

The primary objective of this track is to foster an exchange among participants, facilitating the dissemination of emerging trends and best practices. In doing so, we aim to enhance competencies in requirements engineering and support the continuous improvement of education and training methods.
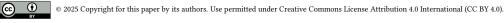
2. Structure of the Track

For our program we accepted five submissions: one extended abstracts and four full papers where the extended abstract is only presented at the workshop and not included in the proceedings.

Extended abstract:

EA1 Alicia M. Grubb. Towards Requirements For Learning: Lessons from the Learning Sciences

Full papers:

FP1 Marian Biekart and Fabiano Dalpiaz. Toward Threshold Concepts for Teaching Requirements Engineering in Higher Education

FP2 Anne Catherine Gieshoff, Marcela Ruiz, Martin Schuler and Michael Wahler. Bridging the Communication Gap—A Pilot Course on Interdisciplinary Requirements Engineering

FP3 Anthea Moravanszky. Challenges of Requirements Engineering Education in Higher Education: Insights from an Interview Study with Educators in Switzerland

FP4 Jeshwitha Jesus Raja, Shaza Elbishbishy, Jennifer Brings and Marian Daun. Teaching Requirements Engineering to Robotics Students Through Reverse Engineering: An Experience Report

The program began with a session featuring the presentation of three full papers: FP1, FP3, and FP4. In the next session, the extended abstract EA1 and the full paper FP3 were presented, followed by a panel discussion on teaching soft skills in requirements engineering. The final session involved group work, where participants collaborated to develop educational materials for requirements engineering courses, focusing on the integration of large language models.

3. Program Committee

We warmly thank all the reviewers of our Program Committee (PC), who helped in the selection of the papers by providing timely and accurate reviews. The PC members of the Education and Training Track are:

- Fatma Başak Aydemir, Utrecht University (Track Chair)
- Paola Spoletini, Kennesaw State University (Track Chair)
- Anne Hess, Technical University of Applied Sciences Würzburg-Schweinfurt
- Angelo Susi, Fondazione Bruno Kessler - Irst
- Julio Cesar Leite, UFBA
- Sarah Gregory,
- Marian Daun, Technical University of Applied Sciences Würzburg-Schweinfurt
- Luisa Mich, University of Trento
- Zachary J. Oster, University of Wisconsin-Whitewater
- Jean-Michel Bruel, IRIT
- Henning Femmer, South Westphalia University of Applied Sciences