The topics of interest for this special issue include, but are not limited to:

Suggested Topics

- Location/context-aware ubiquitous learning activities facilitated by wearable and IoT technologies;
- Mixed and augmented reality educational applications involving wearable and IoT technologies;
- Collaborative learning and student teamwork using wearable and IoT technologies;
- Tactile and kinesthetic learning through wearable and IoT technologies (including smart networked objects with tangible interfaces and the Tactile Internet);
- IoT and digital fabrication / Maker Movement in classrooms (with robotics kits, 3D printers, etc.);
- Authentic and work-based/work-integrated learning using wearable and IoT technologies;
- Student fieldwork and inquiry-based learning using wearable and IoT technologies;
- Wearable and IoT technologies for just-in-time learning and performance improvement;
- Informal and non-formal learning with wearable and IoT technologies;
- Game-based and gamified learning using wearable and IoT technologies;
- Next-generation wearable 3D holographic and telepresence interfaces;
- Integrating pedagogical agents and virtual assistants with wearable and IoT technologies;
- Educational applications of "quantified self" (e.g., through biosensing wearables);
Multimodal learner and teacher interactions using wearable and IoT technologies;
Wearable and IoT technologies for blended synchronous learning and teaching (involving both co-located and remote participants in real time);
Educational data mining and learning analytics for wearable and IoT technologies;
Uses and implications of wearable and IoT technologies for educational assessment;
Cognitive load issues and considerations in the design of educational applications involving wearable and IoT technologies (e.g., designing for multitasking);
The "Internet of Learning Things" and design of classrooms / learning spaces;
Cloud computing and the IoT ("Cloud of Things") in education and training;
Social and ethical implications of wearable and IoT technologies in education and training.

Key Dates
Extended abstracts due: June 15, 2015 June 22, 2015
Shortlisting of abstracts complete: July 6, 2015
Full manuscripts due: September 28, 2015
Completion of first review round: November 23, 2015
Revised manuscripts due: January 4, 2016
Final decision notification: February 29, 2016
Publication materials due: March 28, 2016
Publication of special issue: Mid 2016 (possibly the July–September issue, i.e., vol. 9, no. 3)

Submission and Review Process
Prospective authors are to supply a 500-word extended abstract outlining the content and aims of the proposed article, plus a list of 8 to 10 key references, in IEEE format, that the article will be informed by and/or draw/build upon. This is to be done by completing the online form at http://goo.gl/forms/ehnRBsYi0f. The abstracts will be reviewed by the guest editor and 12 to 15 will be shortlisted to proceed to the full-manuscript stage.

Full manuscripts should be prepared in accordance with the IEEE Transactions on Learning Technologies guidelines (http://www.computer.org/portal/web/tlt/author) and submitted via the journal's ScholarOne portal (https://mc.manuscriptcentral.com/tlt-cs), being sure to select the relevant special issue name. Manuscripts should not be published or currently submitted for publication elsewhere. Only full papers intended for review, not abstracts, should be submitted via the ScholarOne portal.

Each full manuscript will be subjected to peer review. It is anticipated that 7 or 8 articles (plus a guest editorial) will ultimately be published in the special issue.

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