

Special Track "IT and Engineering Pedagogy" (ITEP'15)



<http://www.educon-conference.org/educon2015/>

Carrying on the previous objectives of ITEP Special Tracks @ EDUCON Conferences, *ITEP'15 @ EDUCON 2015* aims to offer an open discussion and a reflection in the use of Information Technologies in Engineering Education and their appropriate Pedagogy. It also intends to foster the involvement in continuing education, bridging the gap between higher education and learning on the workplace by focusing the IT use in lifelong learning and training. At K-12 level this session intends to evaluate the progress of IT in fostering the engagement of younger people in the field of science, technology, engineering and math (STEM).

At any level it is important to evaluate the IT power in facilitating the collaborative work everywhere.

Finally, it is relevant to consider the IT potentiality in improving engineering education conditions in developing countries and for those people with special needs.

The topics include (but are not limited to):

IT and Pedagogy

Computers & Engineering Education

Online Tools to Engage Students

Tools for Higher Order Thinking Skills

Multimedia for Education

Mobile Devices in Education

Online Labs

Haptic Devices

Serious Games

Virtual and Augmented reality tools

Intelligent Tutoring Systems

Technological Innovation, Product Innovation and Industrial Innovation

IT and Education tools for People with Special Needs

IT in K-12 Education

Sharing resources with developing countries

Program Committee

Chair of the Program Committee:

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ITEP'15 Program Committee (to be completed)

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Deadlines

24 Nov 2014	Complete Paper Submission
15 Dec 2014	Notification of Acceptance
19 Jan 2015	Final/Camera-ready Due
18 Mar 2015	Conference Opening

Publications

All accepted papers will appear in the EDUCON2015 proceedings, published by IEEE and listed in IEEE Xplorer, EI Compendex, SCOPUS, etc.

Selected papers could be rewritten and submitted to special issues of OnlineJournals.ORG, (<http://www.online-journals.org>).