

Editorial

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Welcome to the Bulletin of the IEEE Technical Committee on Learning Technology, Volume 18, Number 1 issue.

This issue includes articles related to the theme of *Technology-Enhanced Science, Technology, Engineering and Math Education*. Lasica et al highlight different types of laboratories, trends, and areas of research to take into account in the use or adoption of virtual laboratories for the STEM education, and discuss examples of studies or tools developed for remote laboratories in STEM education. El-Demerdash et al present the design and evaluation of digital “c-book units”, i.e. digital books produced within a socio-technological environment allowing meshing narratives with interconnected, interactive and dynamic digital artefacts (widgets), to promote Creative Mathematical Thinking. Liu et al present a study which explored the scalability of conversation-based assessment to measure constructs related to scientific reasoning, where virtual students interact with students to demonstrate their abilities to use evidence to support a prediction.

The issue also includes a review by A. Wagner of the book “Minds Online: Teaching Effectively with Technology” published by Harvard University Press.

We sincerely hope that the issue will help in keeping you abreast of the current research and developments in Learning Technology. We also would like to take the opportunity to

invite you to contribute your own work (e.g. work in progress, project reports, dissertation abstracts, case studies, event announcements) in this Bulletin, if you are involved in research and/or implementation of any aspect of advanced learning technology. For more details, please refer to the author guidelines at <http://www.ieeetclt.org/content/authors-guidelines>.

Special theme of the next issue: **Adaptive and Intelligent Learning Systems**

Deadline for submission of articles: **July 22, 2016**

Articles that are not in the area of the special theme are most welcome as well and will be published in the regular article section.

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