With the rise of the internet, education has been eager to adopt its associated technologies to advance pedagogical techniques and learning to an ever-increasing pool of students. Teaching and learning are no longer confined to bricks-and-mortar institutions like schools, workplaces, and libraries. Online learning is increasingly seen as a mainstream and cost-effective way to bring education to people who otherwise might have difficulty accessing education through traditional, 20th century means. Students who find significant benefits in online education include those who live in remote parts of the world, where travel to the nearest education institution is difficult or expensive, full-time workers who do not have easy access to after-hours classes, or who travel frequently and thus are not in one place long enough to attend a full education program, military personnel on deployment at remote bases or at sea, the disabled or house-bound, and the incarcerated.

In the past 20 years, distance education has given way to online education, and has experienced explosive growth in many fields, such as business and economics, liberal arts, and some sciences. In the field of engineering, there has been gradual growth in online education, especially at the Master’s and Engineering-Technology levels.

The International Journal of Innovation in Online Education is pleased to call for papers for a special issue showcasing new ideas and techniques for teaching engineering online. Submissions are sought from all areas where engineering is taught, such as college-level at associate, undergraduate, and masters programs; and also industry-specific training programs, such as automotive, aerospace, electronics, or manufacturing.

**POTENTIAL TOPIC INCLUDE:**
- Descriptions and performance of new online programs in engineering
- Virtual or augmented reality and haptics in engineering education
- Interactive learning-ware for engineering
- Practical and laboratory techniques for online students, such as residential classes, at-home kits or experiments, and remote laboratories
- Web-conferencing for online classes in real time
- Capstone projects and online students
- Project-based and problem-based learning online
- Online courses for industrial training, including difficult-to-teach areas such as working in hazardous environments
- Innovative infrastructure for online engineering programs (libraries, learning-management systems, assessment, etc.)
- Satellite campuses
- Student experiences and perceptions of online engineering programs
- Collaborative learning and teamwork among online students
- Accreditation and quality assurance of online programs
- Integrating online and on-campus student cohorts

Dr. John Long has undergraduate qualifications in physics and philosophy from University of Michigan (Flint), and a PhD in physics from Monash University in Melbourne, Australia. For over 20 years, he has taught physics and engineering first by distance-education and then online at Deakin University in Geelong. Over 2,000 of his students studied off-campus from various places in Australia, Southeast Asia and around the world. He has employed numerous techniques for delivering education online, including postal delivery of paper-based materials and CD’s, streaming video, online learning-management systems, web-conferencing systems, experimental kits, and remote labs. He is a recipient of a 2016 Effective-Practice Award from the Online Learning Consortium in Boston. He has published over 15 peer-reviewed papers on his experiences teaching to online and off-campus students, and has given numerous presentations at conferences in Australia and the United States.

The publisher is Begell House, Inc.: [http://onlineinnovationsjournal.com/](http://onlineinnovationsjournal.com/)

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