

## Editor's Notes

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It is hard to believe that 2016 is a little more than half over. I hope the year has been good to you so far! In this issue of *TechTrends* you will find a great selection of our regular columns and twelve *original papers*. The columns Professional Ethics, Graduate Member Musings, Rethinking Technology & Creativity in the 21st Century, History Corner, and Trendsetters all appear in the first part of the journal. You will find a book review by Krista P. Terry, and the Techspotting column at the end of this issue. This is the last issue of *TechTrends* with Becky Butler serving as Column Editor for the History Corner. Please read her comments on her retirement and her introduction of the new editor for that column, Deri Draper. We were lucky to have Becky's leadership of that column since its inception, and we wish her the best of luck in her retirement! Also, we are thankful that Deri will be continuing the column, which always provides interesting information and perspectives.

The articles in this issue begin with strategies for educational technology professionals to implement to a vibrant and dynamic professional web presence by Patrick Lowenthal, Joni Dunlap, and Patricia Stitson. Next, Jesús Trespalacios and Ross Perkins provide a report on their work investigating response rates for web-based surveys. Elementary education teacher candidates' integration of technology into interdisciplinary units is the focus of the paper by Drew Polly and Tracy Rock. In *A Framework for Open Textbooks Analytics System*, Deepak Prasad, Rajneel Totaram, and Tsuyoshi Usagawa propose a framework for a learning analytics system for open textbooks.

Dave Knowlton provides insights into design studios in Instructional Design and Technology and the purposes of

design studios as considered in other disciplines. Next, Ryan Haworth discusses personal learning environments in the context of life-long learning. Muhammad Iqdami and Robert Branch report on their research investigating educational technology multimedia competencies for professionals who work at higher education institutions. The team of Michael Karlin, Gamze Ozogul, Stacy Miles, and Saul Heide three provide insights into teacher integration of e-portfolios in K-12 classrooms and discuss the relative advantages and limitations of three different e-portfolio creation tools, which is followed by Yinying Wang's examination of opportunities and concerns over big data in education. Susan McKenney, Ferry Boschman, Jules Pieters, and Joke Voogt explored the nature and content of teacher conversations while designing technology-enhanced learning for early literacy in their paper, *Collaborative design of technology-enhanced learning: What can we learn from teacher talk?* Then, Jeff Ertzberger and Florence Martin report on their study of teachers' perceptions of fitness bands, and if they have any benefits to classroom teachers. The final paper in this issue, by Nathaniel Turcotte and Anthony Betrus, is a description of the development of a game that can be used to help pre-service and in-service teachers learn how to handle challenging teaching and learning situations. I hope you enjoy reading all of these papers as much as I did while I was preparing the issue!

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