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# Editor's Notes

**Charles B. Hodges** [1]

I have received some great feedback on the January 2019 issue of the journal, which was a special issue from AECT's Division of Emerging Learning Technologies. This second issue of 2019 is a regular issue of the journal filled with an eclectic collection of original papers. It includes thirteen original papers and column entries from The History Corner, and Rethinking Technology & Creativity in the twenty-first Century. Read "The Father of Distance Learning" by Douglas Archibald and Sean Worsley in The History Corner; and about creativity and expressive arts, performance, physicality and wellness in Rethinking Technology & Creativity in the twenty-first Century by Melissa Warr, Danah Henriksen, Punya Mishra, and The Deep-Play Research Group.

The original papers in the issue open with Torrey Trust and Brian Horrocks' identification of six key elements in an active and thriving blended community of practice. Next, a year in the life of a pilot program for implementing a digital clinical experience assessment model is provided by Lisa H. Matherson, James E. Hardin, and Elizabeth K. Wilson. A team of authors from Ohio and Hawaii, Janet Mannheimer Zydney, Paul McKimmy, Rachel Lindberg, and Matthew Schmidt, provide lessons learned from implementing innovative approaches to blended synchronous learning. Lauren Tucker then presents a report of an examination of educational professionals' perspectives on their decision processes to use a Twitter personal learning network. Macdonald, Rich, and Gubler provide the results of their study conducted to investigate how instructional design students perceive the informal, peer critique in their instructional design studio experience. Heather Lynn Johnson, Joanna C. Dunlap, Geeta Verma, Evan McClintock, Dennis J. DeBay, and Brandy Bourdeaux share design guidelines for the development and use of online, video-based teaching playgrounds, which provide opportunities for prospective teachers to engage in professional noticing of teaching practices. Attitudes of Afghan EFL lecturers toward instructional technology is the focus of Abdullah Noori's paper. Next, Tutaleni Asino and Alana Pulay make the case that we cannot improve learning without looking at how the physical classroom space and furniture layout is designed and its impact on learning. An example of augmented reality applied in a Biology teaching is the focus of the paper by Parviz Safadel and David White. Bodong Chen provides readers with a design case of an "unLMS" approach to devise a networked learning environment for collaborative discourse in an online course. A literature review by Iryna Ashby and Marisa Exter focuses on interdisciplinarity in higher educational curriculum and its benefits and challenges. A second literature review, by Justin Sentz and Jill Stefaniak, synthesizes the literature examining how worked examples are being used as an instructional strategy to promote solving ill-structured problems in various disciplines. The final paper, from Rick West, describes the process followed for creating an open introductory textbook along with initial data on student perceptions about the book, and his reflection about the textbook creation process.

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