

Editor's Notes

By Abbie Brown

I am deeply honored to assume the role of editor-in-chief for *TechTrends* beginning with this issue. I will do my best to keep up the tradition of excellence established by my predecessors. I am deeply indebted to Sharon Smaldino and Jean Callary for their help and guidance during the editorial transition. Many thanks to Phil Harris and Ned Shaw for their support and assistance. Many thanks as well to the good people at Springer including Marie Sheldon and Mary Rose Remobatac. It is amazing how many talented and dedicated people it takes working behind the scenes to bring out each issue of *TechTrends*, not to mention the efforts of our columnists and article authors. Coincidentally, Linda Bartrom's column, *Mentoring the Media*, in this issue addresses the issue of interdependence in student media production – any issue of *TechTrends* is a great example of specialists relying on each others' skills!

In this issue, Vallance, Towndrow and Viz explain the conditions necessary for successful online document collaboration. An example of this type of collaboration is reported by DiPietro, Drexler, Kennedy, Buraphadeja, Liu, and Dawson, who share their experiences of using a wiki to prepare for qualifying exams in a doctoral program. Also in this issue, Dusti Howell explores the impact new technologies may have upon society, and Patrick Lowenthal and Brent Wilson explore the issues surrounding the current definition and title of our field. Tsung juang Wang reports the results of an experiment between traditional teaching and the use of an online teaching platform developed to support architecture students, and Hsu and Moore provide a practical example of Schank's Goal-based Scenario model.

The most cursory glance at any issue of *TechTrends*, reveals a great deal about us as educational/instructional technology practitioners. (For more discussion of the labels we use, see Lowenthal and Wilson's article in this issue). We are the pioneers who explore uncharted technological territory for the rest of the education community. We experiment with and apply new technologies, hoping to improve learner experience in terms of efficiency and satisfaction. I have often said that members of our field live on the "cutting edge" of technology...where it is all too easy to bleed. However, we do this gladly because we envision the amazing possibilities of new technologies. We are willing to endure the wounds of the cutting edge so that the larger population of educators may apply these technologies with less risk (I have often considered using, "Living on the cutting edge so that others don't Have to," for my email signature).

During my time as editor-in-chief I would like to see, *TechTrends*, continue as a premiere venue for reporting the results of technological risk-taking as well as a resource that provides support and guidance for educators looking to make better use of the technologies available to them. These technologies may be innovative instructional methods as well as hardware or software. I hope the teachers and media specialists in K-12 settings, instructional designers in business and government, college and university staff and faculty, and everyone else in our community will consider contributing articles and reports to *TechTrends*; sharing their experiences with the new and different (in the hope) that others may benefit from their explorations.

TechTrends

A Peer-Reviewed Publication

The official publication of the Association for Educational Communications and Technology (AECT) for leaders in education and training. ISSN 8756-3894

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