Editor's Notes

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Published online: 1 August 2016

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I hope that are you excited about this fifth issue *TechTrends* for 2016. In this issue you will find a selection of our regular columns and eleven *original papers*. The columns Professional Ethics, Graduate Member Musings, Rethinking Technology & Creativity in the 21st Century all appear in the first part of the journal, along with a message from the AECT President. The latest entry of the Techspotting column is at the end of this issue.

The articles in this issue begin with Siko and Barbour's description of their design-based research experience to improve homemade Powerpoint games. Next, Rob Moore provides a description of the TAPPA process for developing distance education content. Hamilton, Rosenberg, and Akcaoglu give a critical review of SAMR. In *The Effect of Pre-Commitment on Student Achievement within a Technology-Rich Project-Based Learning Environment*, Hao, Branch, and Jensen report on their investigation of the effects of pre-commitment on college students' goal setting and academic performance, and students' attitude towards precommitment-related activities. Jacob Enfield explores the value of using an instructor-created e-Text in a flipped course. Michael Mills makes a case for authoring multi-touch interactive open educational resources. Next, Catharyn Shelton, Annie Warren, and Leanna Archambault report on use of interactive digital storytelling video in a hybrid course. The team of Sockman, Sutton, and Herrman evaluated the usefulness of digital comic creation in a teacher technology course. Miguel Lara and Kate

Lockwood reflect on a small, local hackathon. If you are unfamiliar with *hackathons*, be sure to check out their article. Tamara Meredith provides a review of the literature regarding game-based learning in professional development for in-service teachers, which is followed by Hornik, deNoyelles, and Chen's examination of Flipboard to engage students in class discussion and participation. The final paper in this issue, by Sarah Gretter and Aman Yadav, combines two educational frameworks in the fields of computational thinking and media and information literacy to propose an integrated approach to develop students' 21st century skills that supports educators' integration of 21st century skills in the classroom.

The AECT annual convention is just around the corner. If you are there and want to chat about ideas for *TechTrends* articles, let me know. Hopefully we can chat in Las Vegas about your ideas! Please make sure to cite *TechTrends* articles in your work, when it makes sense. Citing *TechTrends* increases the visibility of the journal, AECT, and the good work that our authors create. Please encourage your colleagues to submit their work to *TechTrends*, to cite the good work of *TechTrends* authors, and to consider joining AECT! If you have a question about the journal, my phone number is 912-478-0497 and my email is chodges@georgiasouthern.edu. Email is always the best way to reach me. You can follow *TechTrends* on Facebook (<http://www.facebook.com/trends>) or on Twitter: @AECTTechTrends.

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