

Editors' Notes

By Charles B. Hodges, Georgia Southern University

This is my first issue of *TechTrends* as Editor-in-Chief. I am honored to have this opportunity to serve AECT and our entire professional community. I will strive to continue the quality of the journal, and to make improvements or enhancements where appropriate and possible. Dan Surry is serving as my Associate Editor, and I am especially thankful for his continued participation with *TechTrends*.

This issue of *TechTrends* contains seven columns and nine articles. The columns include regularly appearing entries on Rethinking Technology & Creativity in the 21st Century, ECT Cornerstone, History Corner, Professional Ethics, TrendSetters, Graduate Member Musings, and a new column: Posing the Future. I really appreciate the work that our column editors do preparing interesting entries for all of us each month!

The articles in this issue address a eclectic mix of topics. In the first article Maria Ananyeva describes *blogfolios* and their utility in literacy classes for ESL students. Gregory Francom and Joel Gardener, authors of our second paper, have synthesized the research literature to provide us with essential elements for task-centered learning. If you have ever asked yourself the question, "What is task-centered learning?" be sure to read the Francom and Gardener article. In the third article, Bill Sugar reports a qualitative study on the development of case studies that include multimedia production and instructional design skills. Sugar's work will interest you whether you want to make use of case studies on these specific topics, or if you are interested in a method for developing your own case studies. The fourth article, by Rick West, was an invited article by the AECT Research and Theory Division. West explains his view on some of the core attributes of *Communities of Innovation*, or communities fostering collaborative creativity. Stacy Delacruz, in our fifth article, reports on the use of the iPad app Nearpod in the context of high school English Language Learners. High school also is the context for our sixth article, in which Roxanne Russell and Joshua Cuevas provide a design case for the design of customizable reading modules for a high school literature classroom. In the seventh article, Jill E. Stefaniak and Monica Tracey report an exploration study conducted to examine how designers in various disciplinary fields make decisions required due to decisions made by project stakeholders such as clients, or constraints such as time. We return to the school context for the eighth article in which Cindy Kovalik and her colleagues present four teachers views of implementing Web 2.0 in the classroom. The final article in this issue is by Evrim Baran and Ana-Paula Correia who propose a nested professional development framework higher education faculty members teaching online. Throughout this issue I hope you see the authors linking research and practice to improve learning.

If you are interested in submitting an article to *TechTrends*, or if you want to be a reviewer, please contact me. 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 we publish. Encourage your colleagues to submit their work to *TechTrends*, to cite *TechTrends*, 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. Also, you can follow *TechTrends* on Facebook (<http://www.facebook.com/trends>) or on Twitter: @AECTTechTrends2.

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