Editor's Notes

Charles B. Hodges¹

Published online: 15 June 2019

© Association for Educational Communications & Technology 2019

As I write this column I am shocked at how quickly this year is going! The year is already half over, and this is the fourth issue of *TechTrends* for 2019! This issue of the journal is a regular issue filled with a collection regular columns and 13 original papers. The column entries are from The History Corner, Rethinking Technology & Creativity in the twenty-first Century, and Book Reviews.

The original papers in the issue begin Xiu, Moore, Thompson, and French's exploration of students' attitudes towards the online video used in a flipped undergraduate science class. Next, the topic of 'flipped classroom' continues with an analysis of student use of video in a flipped classroom provided by Brian J. Beatty, Zahira Merchant, and Michael Albert. A pair of papers on 'making' follows, beginning with *Maker's Workshop: a Framework to Support Learning through Making* from Rachel Kaminski Sanders, Theodore J. Kopcha, Kallianne L. Neumann, Kristin Brynteson, and Carrie Bishop. Natalie Roote Irie, Yu-Chang Hsu, and Yu-Hui Ching then present a critical review of research and practices of makerspaces in the U.S., Singapore, China and Ghana. Luisa Castro provides the results of a study on social presence in an online professional conference. The design and evaluation of an electronic development portfolio aimed at supporting self-directed learning is shared by Jorrick Beckers, Diana H. J. M. Dolmans, and Jeroen J. G. van Merriënboer. Next, Stacy Delacruz provides her research on connecting cultures and promoting global citizenship in elementary classrooms through school-based virtual field trips. A team from Brigham Young University led by Jason MacDonald describes an instructional design project in which they developed an interdisciplinary minor in design thinking. Luo and Baaki report their study conducted to investigate con-

cept mapping as an instructional technique to help student designers tackle complex issues in instructional design. Timothy Patterson and Insook Han make recommendations based on their qualitative inquiry into one elementary teacher's iterative processes of designing and implementing instruction using virtual reality. Armfield and Blocher provide details of the redesign of a digital citizenship unit for pre-service teachers to better support their future students' understanding of the importance of teaching global digital citizenship. The issue ends on a badging theme with two papers and a book review. Kyle Rosenberger focuses on designing digital badging programs with findings from a study of Instructional Designers. Erin Besser and Tim Newby explore the role of feedback and its impact within a digital badge system from student perspectives, and Denver Fowler and Sarah Jouganatos provide a review of *Digital Badges in Education: Trends, Issues, and Cases* by Muilenberg and Berge. I appreciate the authors and reviewers who have made this issue possible!

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 *TechTrends*, and to consider joining AECT! If you have a question about the journal, or are interested in serving as a peer-reviewer, 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 Twitter: @AECTTechTrends.

Publisher's Note Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

✉ Charles B. Hodges
chodges@georgiasouthern.edu

¹ Georgia Southern University, Statesboro, GA, USA