Introducing the September 2019 Issue

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Welcome to the fifth issue of TechTrends for 2019. This issue of the journal is packed with one of the regular columns and fifteen original papers. The ICT International column entry is a synthesis of a one-hour panel discussion at the 2018 Association for Educational Communications and Technology International Convention in Kansas City, Missouri. The Korean Society for Educational Technology sponsored the panel, which had the theme: New Technology, Design, and Research Approaches for Innovative Education. Expect the other regular columns to appear in future issues following a bit of a break for the summer.

The original papers in the issue begin McKeown and McKeown's article in which they propose a model to describe three barriers deaf students might encounter in an online learning. Next, Jooyung Seo's paper addresses is the lack of attention to inclusivity of people with visual impairments in the maker movement. Do not miss the correction that follows Seo's article. Following the correction, Rice, Beeson, and Blackmore-Wright share their study that was conducted to investigate the effectiveness of quiz questions embedded throughout an educational video. The theme of video continues into the next article where Zheng, Branch, and Lee report on their work having learners creating animated videos as an innovative instructional alternative to writing essays for presenting research. Shifting away from video, the work of Machajewski, Steffen, Romero Fuerte, and Rivera to understand the patterns of course tools used by faculty in a commercial LMS used at a large public research university is shared. Next up, Miller, Morgan, and Koronkiewicz's contribution to the issue is the results of their study to examine the use of Facebook and Twitter as pedagogical instruments in beginning level Spanish courses. Allan Jeong's paper includes

his use of sequential analysis to explore how instructional event sequences in audio podcasts impact learner satisfaction and efficiency. Stefan Hrastinski tackles the questions, "What do we mean by blended learning?" and includes a discussion of different definitions, models and conceptualizations of blended learning and their implications. Soto and colleagues report their research on the impact of bridging strategy and feeling of knowing judgments on reading comprehension with a newly developed technology, a newly-developed educational technology, COMPRENDE. Shifting from reading comprehension to teacher preparation, Riley and Isbell share their research into faculty perceptions of the usefulness of integrating graduate student-created resources into teacher preparation coursework. Ching et al. contribute to this issue with their study conducted to examine the impacts of a project-based STEM integrated robotics curriculum on elementary school students' attitudes toward STEM and perceived learning in an afterschool setting. After STEM with robotics, the issue includes two papers focused on mobile learning. Yoon and colleagues consider the trade-offs in using mobile tools to promote scientific action with socioscientific issues, while Bai looks at pedagogical practices of mobile learning in k-12 and higher education settings. Next, a case study regarding MOOC development and operations at higher education institutions in China is shared by Liu, Zha, and He. The issue closes with "Navigating Paradigms in Educational Technology" by Kimmons and Johnstun in which the authors discuss paradigmatic pluralism and how to navigate it.

I hope you noticed as you browsed the issue that it includes work from scholars in the United States, China, Chile, Spain, Sweden, and the United Kingdom. I love seeing *TechTrends* become more international in the perspectives it shares! You will see more papers from outside the United States in the next issue. The November 2019 issue is a special issue on mobile learning in teacher education that is guest edited by a team of scholars from the National University of Ireland in Galway.

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