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This issue of the *TechTrends*, the last issue of 2020, is packed with ideas and findings to keep you busy until 2021. The issue includes some of our regular columns, like Rethinking Technology & Creativity in the 21st, Graduate Member Musings, The History Corner, and Book Reviews. It also includes 11 original papers, and a set of guest editorials meant to start a dialog, or at least some reflection on the field.

The guest editorials in this issue focus on a report generated by Royce Kimmons, *Current Trends (and Missing Links) in Educational Technology Research and Practice*. First, Kimmons shares his work examining a large number of titles and abstracts from prominent journals in the field and comparing that to an examination of an even larger number of k-12 school and university websites to produce insights about what researchers and practitioners are doing, and how this type of data might help researchers and practitioners to come together to address real-world problems. Following Kimmons' report, are three editorials from Ali Carr-Chellman, Camille Dickson-Deane, and Thomas C. Reeves where these scholars share their reactions to Kimmons' report. This collection of four editorials should stimulate some discussion for the profession. Kimmons' report establishes a baseline of sorts, which will be built upon with annual updates. Look for the first update, covering 2020, in *TechTrends* in the first half of 2021.

The original papers begin with a description of European approaches to learning design from Barbara Wasson and Paul Kirschner. Next, a team led by Rick West provides perspectives on how open microcredentials can support inquiry-based learning. The term *access* is the topic of the next paper by Magnus-Aryitey and Cherner as they share the thoughts of instructional technology administrators in school districts and software developers who build edtech applications to analyze their conceptualization of the term,

access. Ferdig and Kosko are up next, with their study exploring 360 videos for improving elementary mathematics teacher education. The purpose of the next paper, by Warr and Sampson, is to explore the experiences and perceptions of online doctoral students in a course designed to facilitate critical dialogue about education. Is design thinking your thing? If so, check out Naghshbandi's study on the impact of a Maker Day on teachers' conceptualizations of design thinking. Phillips and Ozogul share their empirical, bibliometric analysis of current literature in learning analytics, in the next paper. Following Phillips and Ozogul are Hayak and Avidov-Ungar with their examination of teachers' perceptions regarding the integration of digital game-based learning into their instruction at different stages of their career. Jay Bhuyan leads a team of authors for the next paper about the design, implementation, and results of summer academy which engaged high school science students in a drone-based program to teach information technology and cybersecurity. Next, Kaynar, Sadik, and Boichuk share their work on teachers' perceptions about using e-books in early childhood education to improve students' literacy skills. The final paper in the issue, by Alanazi and collaborators, explored the role of task value and technology satisfaction in student performance in graduate-level online courses, finding learner performance depends on how they perceive both the quality of the content as well as the design of the course itself.

As always, if you are interested in submitting a manuscript to *TechTrends*, or if you want to be a reviewer, please contact me. Encourage your colleagues to submit their work to *TechTrends*, to read *TechTrends*, and to consider joining AECT! If you have a question about the journal, my phone number is 912-478-0497 and my email address is chodges@georgiasouthern.edu. Email is the best way to reach me. Also, you can follow *TechTrends* on Twitter: @AECTTechTrends.

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