Introduction to the March 2021 Issue

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Welcome to the March 2021 issue of *TechTrends*! I hope you are continuing to manage through these challenging times; and that you, your friends, colleagues, and family members are remaining safe and healthy. After the January 2021 issue of *TechTrends* went to press, I learned that a few *TechTrends* papers from 2020 were selected for recognition by the National Institute of Digital Learning (NIDL), which is located at Dublin City University, Dublin Ireland. I am thrilled that *TechTrends* articles made the list, and even more thrilled that such high quality scholars are choosing *TechTrends* for their work. Congratulations to the authors for this recognition! Here are the two papers included on the NIDL *Good Reads from 2020: Our NIDL Top 10 Journal Articles* list:

- Kimmons, R. (2020). Current trends (and missing links) in educational technology research and practice. *TechTrends*, 64(6), 803–809. <https://doi.org/10.1007/s11528-020-00549-6>
- Wasson, B., & Kirschner, P.A. (2020). Learning design: European approaches. *TechTrends*, 64(6), 815–827. <https://doi.org/10.1007/s11528-020-00498-0>

You can see the entire NIDL list at: <https://nidl.blog/2021/01/08/good-reads-from-2020-our-nidl-top-10-journal-articles/>

You will notice an article from *Educational Technology Research and Development*, another AECT journal, on the list too. It is great to see AECT making such an impact on the profession!

The current issue of *TechTrends* includes eight original articles and some of our regular columns, like The History Corner, Book Reviews, and Reimagining Technology, Creativity & Learning. In addition, there is a guest

editorial written by Royce Kimmons, Joshua Rosenberg, and Bohdana Allman that is a follow up to Kimmons' *Current Trends (and Missing Links) in Educational Technology Research and Practice*, which appeared in the November 2020 issue of *TechTrends*. The current entry, in what is planned to become an annual report, is titled *Trends in Educational Technology: What Facebook, Twitter, and Scopus can Tell Us About Current Research and Practice* and provides a high-level description of educational technology trends leading up to and encompassing the year 2020. I hope that this guest editorial is informative and initiates stimulating conversations.

The original papers in this issue begin with a description by Kei Tomita and her co-authors of the challenges they encountered implementing qualitative research methods as they studied instructional designers' beliefs and values relevant to their design practice. Next, a team led by Ieda Santos provides a report of students' perceptions of mobile device usage and policies to manage digital disruptions in the classroom. The topic of the next paper, by Virginia L. Byrne, is undergraduate students' cyberbullying victimization and coping strategies. Shannon Mersand is up next, with a review of the literature on the state of makerspace research. The purpose of the next paper, by Sangwan, Sangwan, and Punia is the development and validation of an attitude scale towards online teaching and learning for higher education teachers. In *Broadening Participation in Computing: Promoting Affective and Cognitive Learning in Informal Spaces*, Yang, Coddington, Mouza, and Pollock, examine youth learning in an informal computing program implemented through a library-university partnership. Nkomo and Daniel report on their investigation of students' experiences engaging with recorded lectures and the extent to which such engagement contributes to enhanced learning. The final paper in the issue, by Lowenthal and Cavey, describes their lessons learned creating videos for on-line video-based instructional modules for secondary mathematics teacher candidates.

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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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