Introduction to the September 2021 Issue

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Thank you for opening the September 2021 issue of *TechTrends*! This issue of the journal contains a special section of papers on visual media and global learning. The special section was edited by Danilo M. Baylen and Brad Hokanson. They share more about the papers in their section and the focus of the section in their Guest Editors' Notes. I really appreciate their work putting this special section of the journal together!

In addition to the special section, this issue includes some of our regular columns: Conference Planning, Reimagining Technology, Creativity, and Learning, ICT International, The History Corner, and Graduate Member Musings. The issue also includes 11 original papers covering an eclectic mix of topics.

The original papers begin with an investigation of what digital learning means for North Carolina educational leaders by Eillis, Lu, and Fine-Cole. Next, North, Short, Bowman, and Akinkuolie present their research conducted to determine how instructional design is operationalized in various industries. The third paper, by Baldwin and Ching, is a review of national and statewide online course design instruments conducted to identify themes regarding accessibility. Online learning is the focus of the next paper as Miles, Sorgen, and Zinskie report on their study of the use of an outsourced online tutoring service in online English Composition courses. The team of Nair and Mathew share their work evaluating a gamified training design in an organization setting. Deng, Shen, and Chan are up next, with their report of a cross-cultural online collaboration between two cohorts of pre-service teachers in Hong Kong and St. Paul, Minnesota. The

purpose of the next paper, by Lachney, Yadav, Drazin, Allen, and Babbitt, is to present one strategy for promoting cultural experts' early engagement with code using culturally situated expertise and knowledge to debug code. Green, Besser, and Donovan describe on a macro level how educators are using Flipgrid and how they perceive the use of Flipgrid enhancing student learning. Following Green, Besser, and Donovan, Thomas Chiu shares his approach to the designing of artificial intelligence (AI) education for K-12 schools. In the next paper, Nkomo and Nat share their study which utilises an educational data mining (EDM) technique to discover students' engagement patterns in a blended learning environment. The final regular paper in the issue Stefanie Y. L. Chye argues that a powerful framework for guiding thinking about the integration of digital portfolios into teacher education is provided by cultural-historical activity theory or CHAT.

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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