Introducing the March 2022 Issue

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Welcome to what might be the biggest issue of *TechTrends* ever! It wasn't planned to be the biggest issue ever, but there have been so many good papers submitted to the journal lately, it just happened. It's great to see the variety of topics submitted to the journal, and as always it's awesome to have a good team of reviewers, production team, etc.!

This issue of the journal includes original papers, columns, and a special section guest edited by Michael K. Barbour – thank you Dr. Barbour!. The topic of the papers in the special section is *k-12 online learning and continuity of instruction after emergency remote teaching*. He provides detail and context about the special section in his Guest Editors' Notes.

The columns in this issue include a message from Ali Carr-Chellman, AECT President, regarding transparency and trust in times of transition and an update on planning the AECT annual meeting from John Curry and David Wiley that details how the conference proposals are reviewed. There also are column entries for Reimagining Technology, Creativity; Graduate Member Musings; The History Corner, and the issue concludes with the Book Reviews column. In addition to the columns there is a guest editorial from Royce Kimmons and Joshua Rosenberg that is a third entry in what has become an annual report on trends and topics in educational technology. The 2021 report by Kimmons, Rosenberg, and Allman was one of the most read pieces from the journal published in 2021.

The original papers in this issue begin with Matthew Schmidt and Rui Huang's paper aimed at better defining and conceptualizing the phenomenon of learning experience design. Next, Frank C. Gomez, Jesús Trespalacios, Yu-Chang Hsu, and Dazhi Yang report on their study of

self-efficacy as a factor in teachers' technology use and integration efforts in urban K-12 classroom settings. Following with the K-12 technology integration theme, Daniela Kruei DiGiacomo, Spencer Greenhalgh, and Sarah Barriage provide insights into how students and principals perceive new digital education apps, in this case specifically ClassDojo. Next, an investigation of instructors' online teaching readiness is provided by Doris Bolliger and Colleen Halupa. Mobile Social Network Sites for EFL Teachers' Professional Development are explored by Saeedeh Kavoshian, Saeed Ketabi, Mansoor Tavakoli, and Thomas Koehler. Rapid prototyping and Merrill's First Principles of Instruction are the topic of the next paper by Qijie Cai and Mahnaz Moallem as they detail the redesign of an online graduate course, which is followed by an investigation of the factors that impact teachers' attitudes towards an online curriculum mapping tool by Nur Siyam and Malak Hussain. Novice instructional designers' attitudes towards the best possible self activity is the subject of the next paper, by a team from Purdue University: Suzhen Duan, Sunnie Watson, and Timothy Newby. Another team from Purdue, Marisa Exter and Iryna Ashby, share the results of a study about the life-long learning practices of instructional designers and educational technologists. The next paper is a report of a study, by Patrick Lowenthal, Holly Fiock, Dana Shreaves, and Eric Belt, conducted to investigate student perceptions of screencasting style of video feedback in online courses. Some teacher preparation programs have eliminated required coursework in educational technology, and in his paper Jon Clausen describes his work with the development and design of a micro-credentialing system for an educator preparation program in the absence of a required educational technology course. In the final regular paper, Chareen Snelson provides a scoping review of quest-based learning research activity investigating how the approach has been used in educational practice and what benefits or disadvantages have been reported. Be sure to read Michael Barbour's introduction to the special

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section of papers on *k-12 online learning and continuity of instruction after emergency remote teaching*.

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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