Journal of Technology-Integrated Lessons and Teaching
(2025) Volume 4, Issue 2; DOI: 10.13001/jtilt.v4i2.10135

Introduction

Craig E. Shepherd, Editor-in-Chief

Articles in This Issue

As the end of 2025 approaches, the JTILT editorial team is pleased to publish another issue. Thank you to those who have submitted or reviewed manuscripts, leveraged published resources, shared the journal with others, or helped in other ways. JTILT could not exist without your efforts! This issue includes nine peer-reviewed articles, three award winning articles, and a call for a special issue on the use of artificial intelligence in education.

The first two articles focus on helping students develop their voice through writing. *Creating and Sharing Zines with Video Tools for Online Humanization"* by Alexandra J. Reyes and Lucas John Jensen engages online graduate students to develop magazines and video presentations that highlight the writer's culture. *Emojis: Developing Enthusiasm in Writing* by Laurie MacGillivray and Jasmine Worthen focuses on students of all ages in an after-school, in-person, writing club. During three lessons, students use emojis to scaffold original stories.

Podcasts and Practice: An approach for Teaching Vocabulary by David J. Mulder leverages podcasts to help in-person preservice teachers recognize and unpack professional language associated with InTASC standards. Whereas *Thematic Analysis Using Accountability Partners and Collaborative Writing* by Ali Krzyzaniak pairs 8th grade students in an in-person English Language Arts class to co-write a literary analysis essay using Google Docs for feedback and revisions.

The next three articles leverage artificial intelligence tools to achieve learning goals. *Differentiating Instruction with AI Tools* by Tonia Bauer asks preservice teachers in an in-person course to leverage ChatGPT and Ludia to differentiate instruction with Universal Design principles. In *Biomimicry and Human Design: Observing Bird Structures and Functions to Create Flying Machines with Artificial Intelligence* by Heejung An, Triada Samaras, and Woonhee Sung, fifth grade students consider attributes of different birds to help them prototype and reflect on a flying machine they create. In *Robot Sharks: An AI and STEM Adventure for 5th Grade Students* by Meize Guo, Kristen Apraiz, Yongju Jeon, Michael J. Johnson, Gayle Evans, and Maya Israel, students leverage artificial intelligence to consider shark recognition, adaptation, and tagging before designing their own shark.

The eighth article, *Youth-Led Experiential Research by First-Year Undergraduates: Investigations into Youth, Technology, and Society* by Joan E. Hughes, Anna R. Oliveri, and Michelle Read focuses on a 14-week, in-person, introductory research course for first-year undergraduate students that centers around technology-use in society.

The final peer-reviewed article, *Modeling Sampling Distributions in an Advanced Placement Statistics Lesson* by Colin Ferreira focuses on an in-person high school course where students use statistical applets and current events to consider how sample size influences population estimates.

Lesson Competition Winners

Technology-Rich Lesson Competition

Within the past six months, the JTILT team hosted a lesson competition where educators submitted original, technology-rich work. While similar in appearance to other JTILT articles, these submissions were reviewed by an awards panel, as opposed to the traditional peer-review process. Lessons submitted by the two winners of this competition are published in this issue. *Building Vocabulary with Canva: Digital storytelling for 3rd and 4th grade English Language Learners* by Claire Sanderlin describes an in-person, three-day lesson where students develop their vocabulary through word visualization, sentence construction, and verbal communication as they construct Canva presentations.

Digital Fingerprints: A Technology-Enhanced Forensic Investigation by Rocky Elmore takes place in an in-person, high school, forensic science class over two 80-minute block sessions. During the first day, students identify their right-thumb fingerprint type and compare the class averages with national averages. The next day, they sample fingerprint types across multiple classes, compare the larger sample averages to national averages, and discuss principles of sample size.

Teacher Education Division Competition

During the annual convention of the Association for Educational Communications and Technology (AECT), held October 20-24, 2025, attendees were challenged to produce an original technology-rich lesson associated with a tool revealed at the convention. This year, participants used Genially, a tool to create interactive presentations, infographics, and assessments.

In addition to other conference duties, participants familiarized themselves with Genially and developed an original, concise lesson that included a prototype made with the tool. This year, Crisianee Berry won the competition with her activity *TechQuest Classroom*. During this 20-minute activity, preservice teachers within an in-person or online classroom use Genially to align technology-integration approaches with various learning theories.

Current Lesson Competition

This issue also has a call for lessons associated with artificial intelligence that will be published in a special issue in June 2026. As part of this issue, the Teacher Education Division of AECT is seeking brief lessons associated with Canva AI tools. Winners of this competition will have their lessons published in the special issue. Canva AI lesson competition details are posted in the Announcements section of the JTILT website and are due March 9, 2026.

Freely Share and Modify Lessons

Whether or not you submit manuscripts for the journal or participate in lesson competitions, I hope you use, share, and modify journal resources. Unless otherwise noted, all JTILT articles, posted presentations, assignments, rubrics, job aids, and so forth are published under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license (pictured below):

This license allows you to freely use and share these resources for non-commercial purposes! You may also make and share modifications of these lessons and resources by identifying the original authors, indicating what modifications were made, using the materials non-commercially, and licensing modifications under the CC BY-NC-SA 4.0 license.

Get Involved!

JTILT strives to bring higher education, PK-12 experts (and their international equivalents), and related professionals together to consider technology-integrated instruction. The journal has made strides in this area, but more work is needed. The JTILT editors and editorial board continue to examine how to simplify processes, make them more relevant to practitioners, and disseminate materials that are immediately useful.

We need and welcome your voice! Reach out to the editorial team to get involved. Share your ideas and suggestions. Volunteer to review manuscripts. Information about the peer-review process and how to volunteer as a reviewer is located on the JTILT website. Additionally, share what you are doing in your learning environment by submitting an original manuscript. Author guidelines for manuscript submissions are found on the JTILT website. JTILT editors also recently updated journal policies on the use of artificial intelligence for manuscript and lesson preparation. JTILT is growing! Please participate with us!