

Introduction

Craig E. Shepherd, Editor-in-Chief

WELCOME

As the third year of JTILT ends, I find myself reflecting on what the journal provides, how it was established, and where it is heading. Past issues and articles capture various teaching styles, strategies, delivery approaches, and purposes. Readers may enter elementary classrooms, middle school media centers, high school science courses, informal learning organizations, teacher preparation programs, and beyond. We even have an article from medical school! Each article presents candid details regarding their use of technology and how that influenced learning.

As I peruse these articles, I am struck by the diversity of their approaches. Some capture the first attempts of instruction. Others document refined processes that emerged over multiple implementations. Article approaches are unique and provide glimpses into potential practice. I am constantly reminded that teaching is a science and an art. I relish detailed procedures and steps that authors articulate in their work. I enjoy mapping these processes to planning frameworks and instructional theory. Yet, I also marvel at the art of teaching and the broad possibilities that exist in developing instruction. JTILT has helped me broaden my perspectives and consider new facets of the field.

The journal has humble origins. A group of designers with a passion for teaching wanted to know how others used and taught about technology. Many had spent years teaching in the public school system or instructing others how to use technology effectively. However, they had limited access into each other's classrooms, spaces, and labs (and limited opportunity to provide that access). Eventually, the group settled on a simple website to capture and disseminate lessons, most of which related to one or more technology integration courses for preservice teachers.

From those origins, a better, more inclusive vision for the journal emerged. I am grateful for the Association

for Educational Communications and Technology (AECT) to allow us to implement that vision. I am also grateful for the many volunteers who submit their work, review others' manuscripts, provide detailed feedback and guidance, and promote the journal so the vision can become a reality. I am grateful that we can publish lessons and materials free of charge with a Creative Commons license and know that this opportunity would not be possible without countless volunteer hours.

THIS ISSUE

This issue includes six peer-reviewed articles and four design-competition award winners. Peer-reviewed articles include lessons regarding the use of Makey Makey kits to create interactive posters, robotics and coding with girl scouts, teaching experiential learning with origami, and promoting computational thinking among elementary students and preservice teachers.

Annually, the Teacher Education Division of AECT holds a three-day lesson plan competition around a specific tool. This year's tool was the Bloxels EDU Bundle. The winning entries included a lesson by Elisa Shaffer where students explore the setting around the Boston Tea Party and a lesson by Brittany Rivera, wherein students explore and develop their author's purpose for a writing assignment.

Additionally, JTILT holds an annual technology-rich lesson competition. The two winning entries of this competition included a chemistry lesson by Katheryn Ure, wherein students visualize 3D covalent bonds, and a lesson by Robin Dazzeo, wherein students use artificial intelligence to self-assess their writing. Congratulations to these award winners.

MOVING FORWARD

I am proud of JTILT. However, we have a long way to go before we meet the vision established by its

founders and AECT. The journal strives to bring higher education, PK-12, and related professionals together to consider technology-integrated instruction. The journal desires practitioner and international voices. We have made strides in these areas, but more work is needed. Practicing teachers know how to plan lessons but they may be less comfortable navigating the publication process, style guidelines, peer-review, and copyright. Higher education scholars may be familiar with the publication process but may not be familiar with how it applies to the journal.

The JTILT editors and editorial board continue to examine how they can simplify processes, make them more relevant to practitioners, and disseminate materials that are immediately useful. As JTILT enters its fourth year, you may see alternative article formats, greater emphasis on international and underrepresented voices, and broader perspectives for technology integration in teaching. We welcome your voice. Reach out to the editorial team to get involved. Share your ideas and suggestions. JTILT is still growing! We openly invite you to become part of that journey.

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