



Editor's Notes

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Another volume year is coming to a close for *TechTrends*. It has been a great year for the journal! The journal issues included three special issues in innovation in health sciences education; the intersection of culture, learning and technology; Innovative research methodologies in Instructional Design Technology; and three regular issues. The journal was added to Clarivate's *emerging sources citation index*, and moved up to number 9 on Google Scholar's list of top 20 journals in Educational Technology. The journal also is experiencing an uptick in submissions, with more papers submitted in 2018 than the past few years. None of these achievements would be possible without the help of a great team of reviewers, guest editors, column editors, editorial board members, staff at Springer, AECT leaders, and authors. Thank you all!

Volume 62, issue 6 of *TechTrends* includes twelve original papers and entries from our regular columns: the History Corner, Rethinking Technology & Creativity in the twenty-first Century, ICT International, AECT President's Message, Leading Matters, and Book Reviews. The original papers in the issue open with Tonia Dousay and Edward Janak providing a brief history of educational radio, making the case for this medium as the first MOOCs. Next, there are two papers on the topic of computational thinking. Ching, Hsu, and Baldwin provide an overview of the opportunities for developing computational thinking in young learners; and Kale, Akcaoglu, Cullen, Goh, Devine, Calvert, and Grise present their work to enable teachers to make the connections between computational thinking and their practices. Crisp and Bonk then present a summary of the research on feedback in learner-centered instructional design models providing a rationale for the value of defining the dimensions of a high-quality learner feedback experience. Kosmas,

Ioannou, and Retalis aid our understanding of embodied learning via motion-based technology in teaching and learning with children with special educational needs using Kinect-based games. The next two papers involve community. Rodman and Trespalacios share their work with virtual communities of practice with the U.S. Coast Guard; and Julie Moore describes and exploration of collaboration tools used to facilitate professional learning communities. Nancy Knapp explains her work to increase interaction when using a flipped classroom model. Oyarzun, Barreto, and Conklin share their work on instructor social presence. Mobile technology is the focus of the next two papers. Sarrah, Al-Shihi, Al-Manthari, and Bourdouden describe their work on requirements for a model for mobile learning development; and Adel Ibrahim M Qahmash provides a review of special education technology literature, focusing on mobile technology. The final paper, from Kent, Ellis, and Giles, is a report on a study into students with disabilities and their experiences of eLearning. You should notice many of papers in this issue are reports of work being done outside of the United States, which is further evidence of the increasing reach and impact of *TechTrends*.

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