From the Editors

In This Issue

Almost three years ago, we could not have predicted the transformational changes occurring across our society, nor the consequences these might have on the media venues and strategies we employ for teaching and learning. But for most, the COVID-19 pandemic upended the instructional pattern of face-to-face interaction and demonstration while revealing the learning opportunities afforded by course learning management systems, video instruction, and a "flipped" method of course delivery.

In the first research report in this issue of the *Journal of Technology Education*, Erik Schettig, Daniel Kelly, Jeremy Ernst, and Aaron Clark describe a study that examines the efficacy of a facilitative instructor model—their version of the flipped classroom—to influence undergraduates' three-dimensional mental rotation skills and students' self-reported self-efficacy and self-regulation beliefs, strategies, and behaviors. Due to unexpected instructional software updates that prevented the use of videos, these researchers were also able to compare the influence of video availability for at-risk and not-at-risk students in a post-hoc analysis. The results suggest that the inclusion of videos with modules has a differential impact on students' reported self-efficacy beliefs; specifically, students at risk of non-matriculation reported statistically higher self-efficacy beliefs when videos were present, but students not at risk reported statistically higher self-efficacy beliefs when modules did not include videos. Since self-efficacy is understood as an individual's belief in their own capacity to complete a task or achieve a desired goal, we were reminded of the value of *differentiating instruction* to meet the needs of individuals, as well as the current pressures for teachers to *personalize learning*.

In the second article, Maria Impedova and John Williams analyze seven years of master's theses along with degree coursework, student teachers' notes, and educators' notes to offer suggestions for the improvement of a master's course for technology teacher education students in France. Of particular interest here is the importance of fostering a research-inquiry attitude within graduate students. In addition to their intended findings, readers may well be fascinated with the information about technology teacher preparation in France and compare it to that of their own locale.

Nicholas Werse shares his book review of the 2022 second edition of *The future of the professions: How technology will transform the work of human experts* by Susskind and Susskind. This timely work considers the impact of the COVID-19 pandemic. After summarizing the book, Werse focuses on changes found in this second edition. When authors/experts make changes for a second edition, it can be particularly insightful and provide information on recent trends seen between the publication of editions. Werse raises several points that may prompt *JTE* readers to ask themselves: Has the COVID-19 pandemic reduced

my resistance to technological change? Although technological change is fast-paced, why is my profession's response to it so much slower? Is technology radically changing what I do, or is it merely offering minor changes to past practices?

Manuscripts in 2022, and You

This Fall 2022 issue of the *Journal of Technology Education* (*JTE*) is being published in January 2023 due to lagging manuscript submissions. It is also smaller than most issues from previous years.

Tallying the manuscripts initially submitted for publication consideration in *JTE* during the 2022 calendar year, and those published in the Spring and Fall issues of that year, offers some insight into the challenge of *JTE*'s continued viability. In 2022, 62 research manuscripts were initially submitted for publication consideration. Four were accepted after peer review and published (in the Spring 2022 and Fall 2022 issues), one was rejected, and at the time of this writing, three are awaiting authors' revisions, and one is undergoing peer review. However, 53 research manuscripts (85%) were rejected by the editors because they did not fit the scope of *JTE*. Most of these focused on the use of educational technology in a curricular area other than technology education. These were submitted by authors unfamiliar with *JTE* who did not make reference to the literature of the field. Not counting the four manuscripts currently in-process, four accepted manuscripts divided by 58 submitted research manuscripts results in an acceptance rate of about 7% or a rejection rate of 93%. These rates are misleading, however, due to the high percentage of scope-rejected manuscripts. (Of the five non-refereed reviews submitted, three were published, one was rejected, and one is awaiting author's revisions.)

However, the problem here is not that *JTE* receives many out-of-scope manuscripts. These are quickly identified, and rejection letters are quickly sent. The problem is rather that *JTE* no longer receives a sufficient number of quality in-scope manuscripts from researchers in the field. Partly to blame may be a growing desire by authors to have their research work published in journals with impressive impact factors. We were told that due to several reasons, *JTE* cannot have an impact factor assigned. Still, the *Journal of Technology Education* has for decades been a prime vehicle for both top research in the field and for insightful position papers, reactions, and reviews.

As you are reading *JTE*, please realize that the future of this journal hinges on you and your decision to submit research manuscripts, position papers, reactions, and reviews. Since its inception, *JTE* has not charged authors to publish, and when Mark Sanders put it online, it was made available to all without a fee. The current editors receive no payment, stipend, or release time. The same is true for the members of the *JTE* Editorial Board, the *JTE* Management Board, and those additional experts called upon to review manuscripts. While *JTE* pays for the printing and mailing of the journal to those

with print subscripts, this printing and mailing are managed by Past Editor Chris Merrill, again without compensation. *JTE* has never hosted advertising. It really is a publication of the technology education profession, sponsored both by the International Technology Engineering Educators Association (ITEEA) and the Council on Technology and Engineering Teacher Education (CTETE). But for it to work, *JTE* needs you.

To submit a manuscript, visit the *JTE* portal at:

https://jte-journal.org

New users are asked to register at that portal prior to submission. If there are questions or concerns, please contact the editors at jte@iteea.org.

About the Editors

We had agreed to serve as co-editors for *JTE* for three years, beginning work in the Spring of 2020, with our first issue as editors appearing in the Fall of 2020. Our three-year commitment ends in the Spring of 2023. The decision on how to address the finding of a new editor or editors and decisions regarding any changes to *JTE* rest with the *JTE* Management Board, where the editors are non-voting members. That board is chaired by the immediate Past President of CTETE. We welcome the opportunity to work with a new editor during their transition to this role in 2023.

During our brief term, *JTE* has moved to online manuscript management facilitated by Virginia Tech Libraries and Ubiquity Press, at no cost to *JTE* or its sponsoring organizations. During this time, we have tried to neither increase nor decrease the level of rigor expected in manuscripts, working constructively with authors often through several rewrites. Likewise, we have closely followed the published scope of the journal in determining what was in- and out-of-scope. In order to avoid even further publication delays, we have taken on the role of technical editor / copy editor. The financial account for the journal has been transferred from Illinois State University to ITEEA, and we are grateful to those at ITEEA who assist in managing this account. Now, all subscriptions to the print version are processed through ITEEA rather than through the editor's institution. ITEEA established jte@iteea.org as the email address for current and future editors. Many of these changes were implemented in an effort to institutionalize *JTE*, facilitating editors' transitions.

Jim Flowers retired from Ball State University in 2021, although Annette Rose is still on the faculty there. We are very grateful for the opportunity to have served a profession that has given us so much.

Jim Flowers & Mary Annette Rose