

From the Editor

33 Years of the JTE: Visioning Forward

Fall of 1989 heralded the first scholarly journal in the world to publish, and provide global open access to, all of its issues online (LaPorte, 1998). This was of course the *Journal of Technology Education (JTE)*, and a concrete reflection of the vision held by Mark Sanders for the global distribution of scholarship in the field of technology education. Both Mark and the journal he envisioned, were ahead of their time in promoting the future direction of scholarship for the profession.

Thirty-three years ago, in that same fall of 1989, I began graduate work at Virginia Tech under the guidance of Jim LaPorte, another visionary and second editor of the *JTE*. And it was eighteen years ago that I returned to Virginia Tech as a faculty in the School of Education to collaborate with Mark in launching the Integrative STEM Education (I-STEM ED) graduate program; another forward thinking initiative impacting the future direction of the profession. During the five years working with Mark on this initiative before he retired in 2010, I gained a deep appreciation for the personal commitment he needed more than three decades ago to carry forward a vision for stimulating global scholarship in technology education, now technology and engineering education. In 1998 when Jim LaPorte took over as editor, he again voiced the vision of promoting an international profession committed to sharing a collective scholarship through an online digital journal. Today, the prospect of continuing to advance the *JTE* as envisioned by both Mark and Jim is daunting and I am humbled by the challenge.

As the new editor for the *JTE* I felt the need to know that my vision and perspective of technology and engineering education were closely aligned with those of previous editors. To do so I spoke with each of the previous editors to learn about their perspectives on the journal and gain insight into how best to carry it forward. It was not surprising to hear all of them speak to the same original vision of advancing the regular exchange of international perspectives, ideas, research topics and methods, designerly thinking, and creativity in a way that would remain unconstrained by external forces. Equally common among them was recognition that we are no longer only technology education, but have expanded to be technology and engineering education (TEE) with a focus on design as our unique way of knowledge acquisition. Along with this disciplinary expansion is a requirement that the *JTE* represent the collective perspectives of all within that discipline, which in turn necessitates we appropriately name the journal and broaden the scope to ensure inclusivity of the diverse conceptions among our stakeholders. Critical within that broader scope is the place of design

and designerly ways of knowing as characteristics of societies that are technologically and engineering literate.

Heraclitus long ago coined the idea that change is the only constant in life. This is no more evident than in the constant of educational reform and global transformations, and within which our profession is today increasingly being challenged to sustain and promote the ideals of technological and engineering literacy. Similarly, the *JTE* is also being challenged to support these ideals in continuing to be current, relevant, and responsive to change while remaining grounded in the epistemology of the discipline. As our digital platform for international dissemination of disciplinary scholarship, these ideals must be reflected through the journal, in both scope and name. Herein lies the issue fundamental to the future viability of the *JTE* and to our continued regular exchanges of diverse perspectives and dissemination of research from among all our stakeholders.

Within the editorials spanning the past 33 years of the *JTE*, what you find common among editors is the desire to ensure that we continue to communicate our unique minds-on/hands-on pedagogy and share strategies for intentionally engaging learners in designing as a means for promoting higher order thinking and achievement of resultant deeper understandings. That said, it is heartening to see the articles within this edition sharing international research on topics at the bleeding edge of technology and engineering education: design based learning and design thinking, the significance of safety in the preparation of educators teaching I-STEM ED, and using TEE as the educational platform for integrating computational thinking to intentionally develop the AI and ML capabilities of high school students. Clearly the scholars in our field are conducting the important research in TEE and I would encourage them to view the *JTE* as their journal of choice for disseminating scholarship. The journal stands ready to support that dissemination. Moreover, I encourage all within the *JTE* readership to do the same by urging your colleagues around the globe to submit their research manuscripts. They will most assuredly be well received.

JGW

LaPorte, J. (1998). Nine years back and looking ahead. *Journal of Technology Education*, 6(22), 2-3.