

Editors' Note: Welcome!

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JOURNAL PURPOSE

Welcome to the Journal of Technology-Integrated Lessons and Teaching (JTILT). This practitioner-focused journal publishes technology-rich lessons and materials for teachers and teacher education audiences around the world. These lessons and materials differ from other repositories because they

- are peer-reviewed,
- document the design considerations and context associated with instructional development,
- include critical reflections regarding implementation, and
- are freely available for adaptation, use, and dissemination through a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license](#) (CC-BY-NC-SA 4.0).

JTILT EMPHASIZES PRACTICE

This international journal provides a space to share technology integration approaches in all aspects of the teaching profession (e.g., preservice, induction, inservice, professional development, leadership). Thus, JTILT is a venue to highlight, reflect, and continue conversations regarding teaching approaches. It allows teachers, media specialists, technology coordinators, professors, teacher educators, administrators, and other interested individuals to share best practices and glean from others' work.

OPEN EDUCATION RESOURCE

JTILT focuses on lessons and materials that can be immediately used, revised, and shared under a CC-BY-NC-SA 4.0 license. To facilitate this endeavor, articles are provided in both PDF and DOCX formats. The latter format allows easy modification as educators adapt content to meet their audience and organization needs.

THIS ISSUE

This inaugural issue includes five lessons. The first two lessons are about copyright, fair use, and Creative Commons principles in the United States. Each lesson is geared to college students. The first lesson explores these issues through meme development via online delivery. The second uses traditional classroom instruction. Each lesson identifies copyright purposes and policies before introducing Creative Commons licenses, how to locate Creative Commons resources, and how to cite them properly.

The next two lessons introduce block coding in middle school and higher education settings. One details how to create musical scores with micro:bit devices. Songs are then shared to other learners in a "name-that-tune" game. The other describes how to code a drone flight in Tynker. Following the video-recorded flight, learners reflect on their coding and how it could support K-12 learning.

The final lesson describes how to use makerspaces to promote academic writing in 8th-grade science classes. During six maker sessions, students construct vocabulary term representations and word walls, examine authoritative indicators, and use content and academic language in discussions and writing.

GET INVOLVED

We hope you enjoy this issue. Share it with colleagues and students and get involved. Submit your original, technology-rich, lessons for publication on the [JTILT website](#). Alternatively, contact Craig Shepherd at cshphrd2@memphis.edu if you would like to review submissions.

This is just one of several journals available through [the Association of Educational Communications and Technology](#) (AECT). We encourage you to review their other publications and join the association!