

# Volume 1, Issue 2 Introduction

Craig E. Shepherd, University of Memphis and Cecil R. Short, Emporia State University

Welcome to the second issue of the *Journal of Technology-Integrated Lessons and Teaching* (JTILT). This journal publishes international, peer-reviewed, technology-rich lessons, activities, and materials for teachers. These resources are freely available for adaptation, use, and dissemination through a [Creative Commons, Attribution-NonCommercial-ShareAlike 4.0 International license](https://creativecommons.org/licenses/by-nc-sa/4.0/) (CC-BY-NC-SA 4.0). JTILT provides a venue for PK-12 teachers, media specialists, librarians, instructional coaches, administrators, teacher educators, and other relevant parties to highlight, reflect, and share teaching practices.

## THIS ISSUE

The first two lessons in this issue focus on mathematics and coding through robotics. Muteb Alqahtani and Jacob Hall provide a lesson for first-grade students to use Bee-Bot robots to program, draw, and consider similarities and differences between squares, rectangles, and circles. Files to 3D print a marker-holding attachment for Bee-Bot robots are included. The second lesson, by Brian Johnson and Rebecca Bramwell, has eighth-grade students apply their knowledge of angles and the Pythagorean Theorem to navigate a Sphero SPRK+ robot through a maze using block coding.

The third lesson, by Aishat Balogun, focuses on steganography, the practice of hiding messages or codes in image files, among high school students. Students in a cybersecurity course consider the ethics of steganography as they embed messages into image files.

The final two lessons focus on teaching online and blended learning principles to teachers and instructional designers. Craig Shepherd provides a lesson where graduate-level instructional designers improve the organization and structure of a first-grade mathematics module through a publicly available Quality Matters Rubric; and, Cecil Short and Karen Arnesen provide a unit where preservice teachers select three activities from a choice board

to extend blended teaching competencies associated with online integration, data practices, personalized learning, or online interaction.

## GET INVOLVED

### REVIEWERS NEEDED

We hope you enjoy this issue and share it with colleagues and students! We also hope you get involved. The editorial team is looking for educators to review manuscripts in various subject areas (e.g., mathematics, STEM, history, social studies, English and language arts, world languages, physics, biology, chemistry, visual and performing arts, physical education, business). Our journal is only as effective as our review process. We welcome your help, regardless of your prior experience. Contact Craig Shepherd ([cshphrd2@memphis.edu](mailto:cshphrd2@memphis.edu)) or Cecil Short ([cshort5@emporia.edu](mailto:cshort5@emporia.edu)) for more information or to volunteer.

### SUBMISSIONS WELCOMED

Additionally, we hope that you submit your original lessons for publication. Submission information and procedures are available on the [JTILT website](https://www.jtilt.org/). We currently have a call for manuscripts associated with [accessibility](https://www.jtilt.org/submit) but welcome all PK-16+ topics. If you wonder whether a lesson or activity is suitable for the journal, we are happy to discuss ideas and provide suggestions. Contact us via the email addresses above.

## ADDITIONAL AECT JOURNALS

The *Journal of Technology-Integrated Lessons and Teaching* is one of several journals available through the [Association of Educational Communications and Technology](https://www.aect.org/) (AECT). We encourage you to explore their publications and join the association!