

# Acknowledgements

The [Journal of Technology-Integrated Lessons and Teaching](#) (JTILT) is an online, peer-reviewed, open-access journal that is published semi-annually by the [University of Wyoming](#) in partnership with the Teacher Education Division of the [Association for Educational Communications and Technology](#) (AECT). The journal publishes original, technology-rich lessons, activities, professional development, and micro-credentials for PK-16+ professionals and their international equivalents.

The views expressed in JTILT are not necessarily those of the publisher nor the partnering association.

## FRONT COVER

The front cover is a composite image created from the following images:

- [Marble](#) by PublicDomainPictures. [Pixabay Content License](#). Cropped from the original.
- [Crossword](#) by papazachariasa. [Pixabay Content License](#). Cropped from the original.
- [Hacker](#) by NoName\_13. [Pixabay Content License](#). Cropped from the original.
- [Dice](#) by ArmandoAre1. [Pixabay Content License](#). Cropped from the original.
- [Escape Room](#) by Clockedindk. [Pixabay Content License](#). Cropped from the original.
- [Game Controller](#) by StockSnap. [Pixabay Content License](#). Cropped from the original.
- [Chess Pieces](#) by stevepb. [Pixabay Content License](#). Cropped from the original.

## USAGE RIGHTS AND PERMISSIONS

Unless otherwise noted, JTILT resources are published under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International license](#) (abbreviated to CC BY-NC-SA; see image).



This license allows users to share, distribute, mix, modify, or transform included resources when they provide appropriate credit to the original creators, do not use the resources or modifications for commercial purposes, and distribute the resources under the same license as the original.

## APPROPRIATE CREDIT WITHOUT MODIFICATIONS

JTILT formatting provides appropriate credit and Creative Commons licensing information for included resources. Unless otherwise noted, users may share and distribute these resources without additional information.

## APPROPRIATE CREDIT WITH MODIFICATIONS

However, if users make modifications, additions, or transformations, they must:

- Identify the original authors of the resources.
- License their derivative work under a CC BY-NC-SA 4.0 license and include a link to the license.
- Indicate what modifications were made.
- Refrain from suggesting that the original licensor endorses their modifications or use.

Additional information about providing appropriate credit is located at [CC Wiki's Best Practices for Attribution](#).

## JOURNAL EDITORS

Editor-in-Chief: Craig E. Shepherd, University of Memphis

Co-Editor-in-Chief: Cecil R. Short, Emporia State University

Copy Editor: Irene Bal, Old Dominion University/Loyola University Maryland

Copyright and Permissions Editor: Frances Alvarado Albertorio, Oklahoma State University

Layout Editor: Nancy Swanson, Loyola University Maryland

## EDITORIAL BOARD

Cassandra Kvenild, University of Wyoming

David Mulder, Dordt University

Jacob Hall, SUNY Cortland

Atikah Shemshack, North Texas University/Legacy Traditional Schools

Lili Zhang, Sichuan Normal University

Kalianne Neumann, Ware2Go, Atlanta Georgia

Jiaming Cheng, Liaoning Normal University

Tracy Russo, Baker University

Shannon Smith, University of Wyoming

Ya-Huei Lu, Carroll University

Steven Bradbury, Charm City Virtual, Baltimore City Public Schools

Whitney Plunkett, Howard County Public Schools

Joanna Edwards, Elizabeth Seton High School

Alan Buss, University of Wyoming

Ashley Shifflett, Prince George's County School District

Paula Marcelle, Indiana University

Mohammad Shams Ud Duha, Purdue University

Madison Nittinger, Waverley Elementary School