From the Editors

Many Thanks

This issue of the *Journal of Technology Education* (*JTE*) occurs as the editorship transitions from Chris Merrill to us, Mary Annette Rose and Jim Flowers. We have agreed to serve as coeditors for three years. This issue of *JTE* contains articles from both editorships.

Our heartfelt gratitude is offered to Chris Merrill on behalf of the entire technology and engineering profession and others who have gained from *JTE* over the past decade. Chris had agreed to serve as editor for five years, though he ended up serving for 10. In truth, he is still serving *JTE*, both in assisting us during the transition and in facilitating the printing of *JTE* at Illinois State University.

We also offer thanks to the members of the *JTE* Review Board, and welcome Sharon Brusic as its newest member. These dedicated professionals, and several others who are not members of the review board, carefully review manuscripts, both judging their acceptability and making insightful recommendations that help authors improve their work.

Thanks are also due to the authors who have submitted manuscripts to *JTE* over the years. The quality of this journal hinges on the decisions of good researchers and writers to submit manuscripts to *JTE*. We would like to remind potential authors that while *JTE* focuses on research articles, it also publishes book reviews, editorials, guest articles, comprehensive literature reviews, and reactions to previously published articles.

Changes

With the change in editorship, there are a few changes to the management process of *JTE*. Please direct all future correspondence to the editors at **jte@iteea.org**.

Open-access is not changing. *JTE* began at Virginia Tech, where its founding editor, Mark Sanders, was the foremost champion in establishing *JTE* as an open-access journal that did not charge either online readers or authors. With Jim LaPorte as the associate editor, they did not just establish a journal, but in doing so, elevated the field. After the editorship transitioned from Mark to Jim LaPorte, and then to Chris Merrill and to us, Virginia Tech still remains the online repository for *JTE*.

Based on a recommendation from the *JTE* Review Board and approval by the *JTE* Management Board, we have signed a memorandum of understanding with Virginia Tech Publishing formalizing Virginia Tech as the online repository for *JTE* articles. In addition, we will soon begin to use their online manuscript management system through Ubiquity Press to facilitate the submission and review of manuscripts and the preparation of the online versions of articles.

While *JTE* is financially supported by the Council on Technology and Engineering Teacher Education and the International Technology and Engineering Education Association, there is no charge for the use of this journal management system or article hosting. Over the past four months, we have worked with Robert Browder from Virginia Tech Publishing and Aaron McCollough from Ubiquity Press to prepare materials needed for online submission and review of manuscripts. Ubiquity Press offers several services to streamline the review process, allowing both authors and editors to track the review and editorial process while expanding analytics.

During this transitional period, manuscripts should be submitted as email attachments sent to *JTE* Editors at jte@iteea.org.

When we start using Ubiquity Publishing's manuscript management, authors will submit manuscripts through a website (to be listed in the next issue of *JTE*). An editor will evaluate the appropriateness of the manuscript to the scope, standards, and submission guidelines of *JTE*. Those manuscripts slated for peer review will then be stripped of information that identifies authorship and checked for plagiarism. Next, three or more peer reviewers will be assigned, and they will access the manuscript and upload their decisions and comments using a secure system that ensures blind review and confidentiality. An editor will then synthesize reviewers' comments, and authors should receive results in a timely fashion, getting information on where their manuscript is in the system. To facilitate the organization of information provided to authors from reviewers, we have already begun using document line numbers so that authors can see the list of reviewers' comments and suggestions organized by line number rather than by reviewer.

In This Issue

This issue contains articles on a variety of topics. Andrew Hughes and Eddie Partida look at the function of professional development to improve the metacognitive awareness of preservice STEM teachers. Given the traditional emphasis on cognitive outcomes, it is worth asking ourselves if we have ever deliberately attempted to influence students' metacognitive awareness and the effectiveness of those attempts.

Noemi Mendoza-Diaz, Bin Mai, Jessica Martinez, Sami Jabarkhail, and Deyanira Garcia compare online to face-to-face, and technical to nontechnical classes. The COVID-19 pandemic occurred after this study took place, but it certainly raises questions regarding students who found themselves in a course format they had not selected. Do teachers need to change their understanding of such students' expectations?

Johnny Moye, Philip Reed, Ray Wu-Rorrer, and Douglas Lecorchick continue a long-standing tradition of identifying key issues and trends as perceived by Technology and Engineering Education (TEE) stakeholders. Among the issues classified as "student-centered foci" were equity and

inclusion. These have been long-standing problems of TEE; neither TEE enrollment nor the ranks of TEE teachers have been diverse regarding gender and ethnicity.

As our awareness of the divide created by inequities and barriers increases, we should conduct a critical assessment of our own habits, the curriculum, our school's practices, and our field. We should identify the biases and barriers that differentiate and divide. These make TEE less welcoming to many, often resulting in the exclusion of a more diverse pool of talented teacher candidates, university faculty, and secondary school students. As TEE becomes more welcoming, we will surely benefit from the diversity of ideas and energy this would bring.

The research and theoretical literature in TEE are sorely in need of systematic analyses of diversity challenges in our profession and potential strategies to overcome these challenges. The *JTE* editors welcome research manuscripts, comprehensive literature reviews, and scholarly position papers that examine issues of diversity, equity, and inclusion as they relate to TEE curriculum, instruction, and learning experiences.

Derek Sherman, Tejasvi Parupudi, Nathan Mentzer, Amelia Chesley, Dawn Laux, and Sweta Baniya suggest that an integrated approach to the development of students' communication skills can be effective in postsecondary STEM classes. This is an argument for curricular integration which emphasizes the importance of coplanning and coteaching with peers from different disciplines. This illustrates how the development of coherent, integrated curriculum requires multiple months and a high degree of collaboration.

A Vehicle for Dialog

With *JTE* having just two issues per year, it may seem cumbersome to attempt to use it as a vehicle for dialog, debate, and positive cognitive dissonance. However, we are asking you to do just that. It is your critical and creative insight that helps all of us move forward in many directions. If you have an insightful position paper that challenges the reader's thinking, submit it to *JTE*. This would also help document the evolution of the debates within our field, adding value for emerging leaders and researchers.

Mary Annette Rose & Jim Flowers