

January 2017

## Letter from the Editor

Kathleen J. Tate  
*American Public University System*

Follow this and additional works at: <http://digitalcommons.apus.edu/internetlearning>



Part of the [Online and Distance Education Commons](#)

---

### Recommended Citation

Tate, Kathleen J. (2017) "Letter from the Editor," *Internet Learning*: Vol. 5 : Iss. 1 , Article 2.  
Available at: <http://digitalcommons.apus.edu/internetlearning/vol5/iss1/2>

This Article is brought to you for free and open access by the ePress Journals at DigitalCommons@APUS. It has been accepted for inclusion in Internet Learning by an authorized editor of DigitalCommons@APUS. For more information, please contact [digitalcommons@apus.edu](mailto:digitalcommons@apus.edu).

## Letter from the Editor

*Kathleen J. Tate, Ph.D.*

**A**s we begin a new year and publish the most recent issue, it should be noted that many exciting changes are occurring with *Internet Learning*. First, I would like to introduce myself as the new Editor-in-Chief. I am honored to take on this role and continue building the journal in the areas of readership, author submissions, and the editorial board. I would like to thank the former Editor-in-Chief, Dr. Melissa Layne, for her service and contributions to the journal. She continues to be involved with the journal as an Associate Editor, providing support and creative ideas to help grow the journal.

If you visit the various *Internet Learning* webpages, hosted by the Policy Studies Organization (PSO), you will notice updates in the way of descriptions, guidelines, and contact information. We have established a single email address, [InternetLearningJournal@apus.edu](mailto:InternetLearningJournal@apus.edu), for inquiries and submissions. Exciting changes are coming! As we go to press, we are transitioning to an electronic author submission and reviewer system to streamline processes.

We have restructured the journal to include sections that highlight research, theory, practice, and more. We have added Book Review and Media Review sections as well as a From the Field section. The 3 Questions for an Online Learning Leader category is being continued, but is included in the aforementioned section. A new Graduate Student/Emerging Scholar section is being added so that the editorial board can work with master's and doctoral students or recent graduates to disseminate their projects and papers. This section is reserved for such authors so that they receive additional support, guidance, and opportunity to publish.

Though the journal receives submissions year-round, due dates have been established for the new issue configuration. We are moving from a Spring and Fall issue publication schedule to a Spring/Summer issue with a February 1 deadline, followed by a Fall/Winter issue with an August 1 deadline. Themed issue ideas are being generated for some future issues.

In this issue, you will see our first reviews of books and media. Dr. Amanda Butler provides an overview of Miller's book, *A Review of Minds Online: Teaching Effectively with Technology*, which she describes as a must-read for anyone in higher education. This is the type of book that can be used as a reference guide or a professional development/training material for face-to-face, online, or hybrid faculty members.

Mr. Greg Mandalas addresses an ongoing topic in education—behavior management—through the lens of apps. The focus of this media review is to describe and

compare several K-12 school apps, such as ClassDojo, RedCritic Teacher, SWIS Suites, Check-In/Check-Out, PBIS, and SWPBS. Though the apps are typically used in traditional K-12 schools, there are implications for wider use across educational settings.

Two invited pieces are included in this issue's From the Field section. First, Dr. Tanya Joosten provides keen perspectives on several topics in *3 Questions for an Online Learning Leader*. She offers seasoned suggestions for social media use, evaluates higher education's addressing of information literacy skills, and discusses her favorite technological tools for instruction. In *Teach like a Video Journalist Thinks*, Dr. Mike Howarth shares his approaches and considerations for using technology to effectively provide more engaging instruction and feedback to students about their undergraduate honor's writing projects, or dissertations. Drawing from his years as a radio producer for BBC Education, he explains how to operate as a backpack journalist to create better multimedia learning experiences for students, especially in online formats.

The articles in this issue examine varied topics, with common connections to instructional effectiveness and quality. Dr.'s Kwon, DiSilvestro, and Treff used Quality Matters™ (QM) standards to evaluate courses in a graduate adult education program. Survey responses were analyzed descriptively, correlation analysis was used to examine inter-rater reliability among students and peer instructors, and Pearson's correlation analysis was used to view the relationship between students' and instructors' evaluations. Dr. Erik Bean applied customer experience (CX) theory and content analysis to examine a research center website iteration to define the customer personas of dissertation chairs. Implications indicate that higher education staff and faculty should understand how to create meaningful student interactions. Finally, Dr. Nancy Heath presents the MScC in E-learning Programme at the University of Edinburgh's *Manifesto for Teaching Online* and discusses its aspects. She includes multiple considerations for this framework and prompts the reading audience to use it to guide deeper discussion about online learning, especially in the United States.

This issue provides tools and resources for instructors, trainers of faculty members, and decision makers to consider. There are tips and implications included for those who teach any level: K-12, undergraduates, graduate, or beyond. Articles capture research, theory, and experience from the field. After reading the contents, I hope you find points that you can take to your own students, colleagues, or supervisors to prompt new discussions, studies, and practices.

*Enjoy!*

Dr. Kathleen J. Tate,  
Editor-in-Chief of *Internet Learning Journal*