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Letter from the Editor

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Welcome to the Spring 2017/Summer 2017 issue of Internet Learning journal! In this issue, you will find book and media reviews, perspectives from the field, and research and theoretical articles. Themes of motivation and collaboration are woven throughout the topics in this issue, which include student interactions, student success, immersive technologies, and assessment.

Dr. Tisha Duncan's book review provides an overview of the Whitaker, Zoul, and Casas (2015) book, *What Connected Educators do Differently.* She states that the text provides guidance about how to increase professional and personal connections. Dr. Duncan shares that the book is relevant for educators at all levels from primary to post-secondary in both traditional and online settings.

Dr. Christina Dryden addresses assessment, data, and rubrics in her media review. Choosing a rubric type for an institution or program can be a daunting process. She focuses on a short list of features such as *ease of use* and *uncomplicated reporting* to consider, simplifying the rubric selection process.

In the From the Field section, Russell Poulin, Director, Policy & Analysis, WCET— The Western Interstate Commission for Higher Education (WICHE) Cooperative for Educational Technologies, is featured in *3 Questions for an Online Learning Leader*. He offers insights about regulations from different oversight agencies regarding the state authorization of distance education programs. Russ also discusses e-learning issues and solutions, the shift to mobile learning, and digital tools that are underutilized.

Research and theoretical articles in this issue examine student success, connections between constructivist teaching and student interactions, and immersive technology in a preservice teacher context. Drs. Vignare, Wagner, and Swan explore the use of data analytics as an innovation trigger for supporting student success. They frame their work through innovation science and the predictive analytics reporting (PAR) framework. The authors make a compelling argument for an external community approach for developing common data definitions and an organizing framework that identifies and categorizes student success interventions.

Drs. Michael Miller-First and Kristin Ballard present a way to apply constructivism to adult learners in the online classroom. They elucidate five user friendly constructivist-based teaching methods, including *interactive learning*, *facilitative learning*, *authentic learning*, *learner-centered learning*, and *high-quality learning*. Miller-First and Ballard emphasize that students should not merely navigate an instructional environment; rather, they should experience meaningful and authentic

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activities that help develop skills relevant to problem-solving within and beyond virtual classroom walls.

Finally, Dr. Kevin Graziano expands the body of literature on the use of current immersive technologies with preservice teachers. His study examined undergraduate teacher candidates' motivational reactions to self-directed online instructional materials used to study and apply immersive technology, augmented, virtual, and 3-D reality in an online, educational technology course. Data were collected using the *Instructional Materials Motivation Survey* and he shares implications for educators, instructional designers, and both network and academic administrators.

This issue provides a variety of approaches and resources for university constituents to consider. Articles capture research, theory, and experience from the field. As always, I hope you extract discussion points that you can share with your own students, colleagues, or supervisors to prompt new directions in discourse, research, and practice.

Enjoy!

Dr. Kathleen J. Tate,

Editor-in-Chief of *Internet Learning Journal*

References

Whitaker, T., Zoul, J., & Casas, J. (2015). *What connected educators do differently*. New York: Routledge.