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## From the Editors

### In This Issue

Andrew Hughes and Cameron Denson open this issue of the *Journal of Technology Education (JTE)* with a study examining the impact of scaffolded instruction during the problem-scoping phase of a design challenge on the success of students' solutions. After completion of a professional development program that included instruction on the SCOPE process (Study, Criteria, Organize, Predict, and Evaluate), Grade 6-12 mathematics and science teachers implemented the process with their students during a tower design challenge. The results suggest a promising framework for enhancing teachers' practice.

How was your conception of *technology* formed? Ruth Molina-Vásquez studied seventh-grade students in Colombia. However, her findings suggest a complex, spiraling process that is likely applicable in other countries and at other grade levels, including graduate courses that address the meaning of *technology*. Maybe the question here is, "How is our conception of technology continuing to be formed?"

Teaching engineering graphics can be challenging because students vary both in their motivation to learn and in their abilities concerning spatial visualization. Could augmented reality have an impact on either motivation or spatial visualization skills? Timothy Thornton and Matthew Lammi attempted to find out with a study at one southeastern US university.

Two timely reviews of a pair of books published in 2020 close out this issue of *JTE*. In the first, Thomas Ryan reviewed *Grasp: The science transforming how we learn*, by Sanjay Sarma with Luke Yoquinto. Please read the review to uncover why Ryan felt the authors' "proposal could be both exciting and frightening" (p. 58).

Charles H. McLaughlin, Jr., reviewed *The impact of technology education: International insights*, edited by Marc J. de Vries and others. He concluded, "This book covers a wide array of research efforts that seek to explain the current state of international technology education and its impact on student learning" (p. 67).

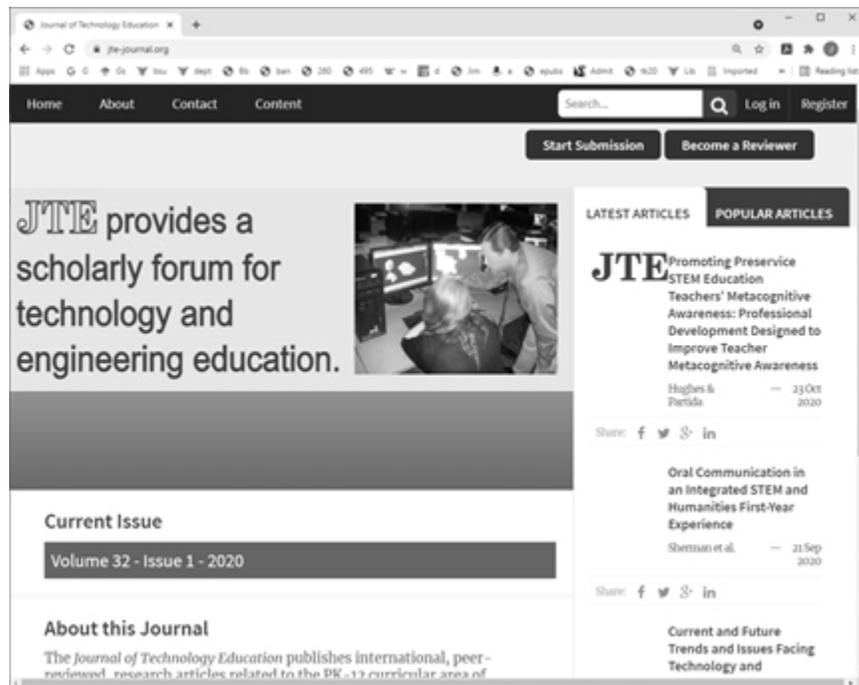
### Call for Manuscripts

This issue of the *Journal of Technology Education (JTE)* is released somewhat later than planned, primarily due to a decrease in the submission of manuscripts. We ask for your help to keep *JTE* viable. Please remember that *JTE* publishes refereed research articles but also position papers and reviews. Please also talk with colleagues who may be outside of the field but who write works appropriate to the scope of *JTE*. Let them know about publishing in *JTE*.

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