

FROM *the* EDITOR

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Welcome to the second volume of the *Journal of Special Education Preparation*! The editorial team is excited to enter our second year developing *JOSEP* to be a valuable resource. We continue to strive towards our mission of providing a high-quality, peer-reviewed journal that features research-to-practice articles for special education faculty in higher education settings. In doing so, we hope to advance the professional development of faculty by providing information, resources, and tools to improve the education and experiences of preservice special education teachers and administrators.

The education and integration of technology in teacher preparation is an acute topic. Not only are faculty charged with incorporating technology into their own coursework, but also with preparing future special educators to effectively leverage technology in their future classrooms. The previous two academic years have forced all educators to grapple with multiple formats of online and hybrid learning. It is evident that technology will continue to be an area of innovation and integration in education. That is why, the editorial team at *JOSEP* has identified *Technology in Special Education Teacher Preparation* as a worthy focus for our third special issue. We invited scholars, experienced in technology and teacher preparation, to submit articles with practical implications for special education faculty. As a result, this special issue includes six technology in teacher preparation articles that special education faculty can read and implement today to better their practices and the outcomes of their teacher candidates. We also present an *International Spotlight* article, furthering our mission in the awareness and education of world-wide special education preparation. Lastly, the editorial team wanted to offer readers and future contributors to *JOSEP* two important articles to explain the processes of writing and reviewing for this journal.

In this Issue

The first article is from *JOSEP* editors Markelz and Riden (2022) titled “How and why to write for the Journal of Special Education Preparation.” This article provides a detailed description of *JOSEP*’s purpose and role within the field of special education teacher preparation. The authors outline what is and what is not published in *JOSEP* and how to write a quality manuscript that is more likely to be accepted for publication. If you are contemplating a contribution to *JOSEP*, we highly recommend reading this article to best understand the guidelines and processes of publication.

The second article is also from *JOSEP* editors Chitiyo and Weiss (2022) titled “How to review for the Journal of Special Education Preparation.” If you are interested in offering your service to the field, reviewing for journals has many benefits. The authors outline how to become involved with *JOSEP*’s review process, as well as how to conduct quality reviews. The importance of quality peer-reviews to the success of emerging journals such as *JOSEP* cannot be understated.

Technology in Special Education Teacher Preparation

Flanagan et al. (2022) kick off the special issue section of this issue with a focus on Universal Design for Learning (UDL) in online special education teacher preparation. The authors discuss how UDL can break down barriers and create purposeful content in teacher preparation to recruit learner interests, sustain learner efforts, and provide learners with options to apply knowledge and demonstrate understanding.

In the next article, Nagro (2022) describes a three-phase sequential approach to developing teacher candidates as reflective practitioners. Video-based reflections are common practice in teacher preparation, but without guid-

ance on how to reflect, many candidates lack the ability to critically review, analyze, and evaluate their teaching. Nagro provides logistic details and parameters, as well as sequential steps for guiding reflective practice during each phase as candidates transition from understanding to examining their teaching practice.

Qualls and colleagues (2022) provide readers with guidance on selecting and integrating videos to address critical high-leverage practices (HLP) content in teacher preparation. With a focus on leveraging effective design elements, the authors describe the benefits of using video to address HLP content in special education teacher preparation programs and offer guidance on integrating video within coursework through the use of a multimedia instructional tool called Content Acquisition Podcasts (CAPs).

Driver and Zimmer (2022) provide a comprehensive discussion about the application of mixed-reality simulation (MRS) as an innovative and promising approach in teacher preparation programs. The authors recognize the daunting nature of this novel technology for faculty and school leaders. As such, they provide a guide to further explain the utility of MRS, provide detailed explanation and resources for integrating this technology as a practice-based learning opportunity in teacher preparation, and illustrate an example of how MRS can be used in special education coursework.

In the next article, Horn and Rock (2022) offer a rationale for making widespread, digital-age changes to coaching and supervising with the evidence-based practice of real-time performance feedback delivered via bug-in-ear technology. The authors provide an overview of relevant research pertaining to the efficiencies and efficacies of eCoaching and offer guidance and recommendations for successful online bug-in-ear integration during teacher preparation clinical experiences.

The final article in our *Technology*



in *Special Education Teacher Preparation* section is by Kunemund et al. (2022) titled “Streamlining observations, feedback, reflection, and professional development: Are you ready to be COACHED?” In this article, the authors describe a multimedia coaching option for teacher educators and teacher candidates to use to streamline the observation and coaching process using effective coaching practices and improved consistency. Specifically, the multimedia tool can be used to document preservice teacher practice, generate feedback, deliver targeted instruction, and provide the opportunity for structured self-reflection.

International Spotlight

The *International Spotlight* is provided by Mathende and Beach (2022) who examine educational information and communication technology (ICT) in Angola, South Africa, and Zimbabwe. The authors discussed how several African governments are developing ICT policies to expand integration of ICTs in primary and secondary education for the benefit of students with disabilities. This article reviews these educational ICT policy implementations, successes, and challenges, and discusses implications for future policy development.

Many Thanks!

Thank you contributing authors for providing quality articles that meet *JOSEP*'s mission. The editorial team believes *JOSEP* readers can greatly benefit from a plethora of insightful, detailed,

and practical suggestions within this issue. Secondly, we extend our appreciation for the reviewers who provided timely and constructive feedback that enhanced the overall quality of included articles. In particular, Dr. Elizabeth Hughes at Penn State University led a team of doctoral students to conduct guest reviews. Thank you, Dr. Hughes, Meghan Allen, Takimia Calhoun, Christina Gilhuber, Madeline Halkowski, Liang Zhigao, Tzu Hsing Lin, Mary Ellen O'Donnell, and Jaren Van for your contributions to this issue of *JOSEP*.

We are grateful for the support of the Teacher Education Division (TED) of the Council for Exceptional Children (CEC) and Ball State University Library. Also, thank you McKinley Avenue Agency for creating a professional, high-quality publication design that matches the high-quality of our content.

What's Next?

In January 2022, *JOSEP* opened for public manuscript submissions. We welcome submissions on any topic pertinent to readers of *JOSEP*. Again, we encourage everyone to read the article by Markelz and Riden (2022; this issue) to familiarize oneself with the aim, scope, and process of writing for *JOSEP*. Our next issue is scheduled to publish in Fall 2022 and is a special issue on *Small Special Education Teacher Preparation Programs*. *JOSEP* partnered with the Small Special Education Programs Caucus of TED to focus on issues germane to small programs. We currently have several author teams working on manuscripts for this issue ranging in topics from leveraging service learning in small teacher preparation programs to emphasizing special education in dual certification programs. The next *International Spotlight* will examine special education in South Korea.

We hope you enjoy this issue of *JOSEP* and get some rest and relaxation during the summer months!