

Additional information about EdTechLib database

All manuscripts represent work producing empirical data. In general, the lower word count manuscripts were smaller works lead by students (~1500-2500 words). My role was collaborator and supporter. My name was listed last on each regardless of how significant my contribution to the development/execution of the research study, writing of the manuscript, or presentation at the conference because I feel my role is to support the students and help launch them in their own research identities. The works that are based on my research interests are all in the 3000/4000 word range.

The manuscripts are peer reviewed. The process includes a proposal- which is often a two page brief. The proposal is most often reviewed by three peer-reviewers, although sometimes two. Once accepted, it is finalized and resubmitted by a designated date. It is peer-reviewed again for inclusion into the EdTechLib. While I am not advocating that these are equal to peer-reviewed journal articles, they are also not typical conference proceedings that are reviewed (often by peers) and accepted for a conference, then allowed to be republished as journal articles. For my work specifically, the EdTechLib publications represent where the focus of my professional activity has been- with the students. I have spent endless hours working with students to complete their own work and be successful in scholarship as they move forward into academia. This has included guidance and support as much as it has included taking the lead on the work to set the example of how it should take place. Because of the situation in Educational Technology, the amount of students I have work with is extensive and working on professional activity such as these conference proceedings has been a good fit for students because the current needs of our program's students have facilitated a strong focus in this area. They are not fully prepared to move into their own research. Supporting them in this work provided scaffolding to help them develop as a scholar while also allowing me to engage in professional activity. While I could have told them to figure it out on their own and done my own work, which is piling up and waiting to be finalized for journal publication, I focused on the students. Developmentally, creating doable studies and presenting that work in public was appropriate. In all cases, the work hugely benefited the students.