Journal on Empowering Teaching Excellence

About This Issue

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About This Issue

By Michael A. Christiansen, Ph.D., Editor-in-Chief
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Welcome Back

Volume two, issue one is here! With great enthusiasm, we welcome you back to the *Journal on Empowering Teaching Excellence,* or *JETE*.

For anyone new to this journal, *JETE* is a peer-reviewed, biannual, cross-disciplinary publication that runs in concert with Utah State University's Empowering Teaching Excellence (ETE) faculty development program. Though helmed by USU, we welcome submissions from *any* postsecondary institution and discipline. Our mission is to provide a peer-reviewed forum for impactful classroom and teaching innovations, where readers can encounter new data, ideas, and methods to facilitate positive and poignant changes to their curricula. Above all, we hope to encourage, catalyze, and energize faculty at every level to become the best educators they possibly can.

In This Issue

This issue brings three tech-centered articles to the fore:

- Savoie-Roskos and coauthors' paper on metrics for evaluating and designing blended-learning courses (2018)
- Larese-Casanova and Perkins's article on adapting field-based classes to online education (2018)
- Thurston's treatise on "gamifying" an introductory programming course (2018)

Beyond these, our issue also includes:

- A groundbreaking class redesign by Grant and MacLean that blends in-field experiences in national parks with cross-disciplinary university education (2018)
- Shvidko's seminal article on the impact of a new Intensive English Language and American Culture course on international students (2018)

We again welcome you back to the *Journal on Empowering Teaching Excellence* and anticipate that each of the five articles found in this issue will provide you with a wellspring of methodological designs, advances, tactics, and educational ideas to inspire, motivate, and energize you in your personal quest to become the best teacher you can.

Sincerely,

Dr. Michael A. Christiansen

Editor-in-Chief

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