

INTRODUCTION



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Central States Communication Association

Editor's Note to Volume 4 of the *Journal of Communication Pedagogy*

"If you build it, they will come."

Deanna D. Sellnow 

In the 1989 film, *Field of Dreams*, major baseball league player Shoeless Joe Jackson is credited with saying "If you build it, they will come" (Robinson). Although Jackson was talking about building a baseball field, this line came to mind as my editorial team (Dr. Renee Kaufmann, associate professor at the University of Kentucky, and America L. Edwards, University of California Santa Barbara doctoral student) and I were putting together Volume 4. In fact, it was only 4 years ago when the Central States Communication Association saw a need, took a leap of faith, and created this journal. Metaphorically, they built it and we (authors, editorial board members, reviewers, and readers) came.

Founding editor, Dr. Scott Myers (West Virginia University), launched the first volume in 2018 by firmly setting the tone for *JCP* as an outlet for expanding the notion of what constitutes instructional communication and communication pedagogy research. The vision persisted as Volume 2 focused on the role of instructional communication pedagogy throughout the communication curricula. In 2020, my editorial team and I published Volume 3, which we entitled: *Where do we go from here?* This volume further clarified the goal of *JCP* as a vehicle for thought-leaders to change the world in powerfully positive ways. Today, the exigence for launching this journal has become abundantly clear. In fact, we have already expanded the number of issues per year from one to two. Even after doing so, our acceptance rate is under 30%.

This first issue pushes the envelope in a couple of important ways. In lieu of an "invited forum," we highlight a special section edited by Dr. Jihyun Kim, associate professor at the University of Central Florida. Dr. Kim's special section focuses on machine teachers in education. These three cutting-edge manuscripts challenge readers to consider how we might integrate human-robot teaching teams, computer technology, and virtual reality into instructional communication and communication pedagogy in meaningful ways. In addition, we offer six original research studies that illustrate the value

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of expanding the reach of our research beyond traditional classroom settings, as well as best practices and a reflective essay.

Warren and colleagues focus on the need for training to improve communication among health professionals regarding invisible chronic illness (ICIs) using mHealth technology. Donovan and colleagues follow by proposing a 12-step instructional communication training program for pharmacist students. The next three articles focus on using audio podcasts to teach vocal performance (Hill et al.), improving how we implement learning management systems in online classes (Swerzenski), and examining how to improve instructor-student feedback (Ashby-King et al.). This set of manuscripts closes with an agenda-setting piece for the introductory communication course in a “new normal” based on a meta-synthesis of published scholarship (Anderson et al.). The best practices and reflective essay also move beyond traditional pedagogies and contexts. More specifically, Strawser proposes best practices to transform training and development practices in business and industry tailored to a multigenerational workplace and Chorley expands our thinking about best practices for managing public speaking anxiety when performing online. Finally, Diers-Lawson challenges readers to integrate immersive, engagement-based strategies in public relations courses in a reflective essay.

Together, these articles illustrate how and why the *Journal of Communication Pedagogy* provides space for expanding the parameters of instructional communication research and communication pedagogy. We hope readers are inspired to continue stretching how we think about and embrace instructional communication research and communication pedagogy as catalysts for positive change, not just in classrooms but also in the communities where we live and work.

Reference

Robinson, P. A. (1989). *Field of dreams* [Film]. Universal Pictures.
