

Editorial

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Welcome to the first edition of the Journal of Digital Learning and Teaching Victoria for 2017. In four short years, DLTV has become a focal point for Victorian teachers interested in pedagogical uses of digital technologies and this journal provides educators with an opportunity to engage with a variety of professional discussions together with some academic investigations from contributors in Victoria, other Australian states and from around the world.

This edition of the Journal of Digital Learning and Teaching Victoria provides you with a series of snapshots of what is occurring from around the world and the professional development program offered by DLTV allows you to follow up on any areas of interest that may be sparked by articles in this journal and to further enhance your skills and knowledge.

We begin our series of snapshots by looking at robotics with Roland Gesthuizen's effort to bring together 17 of Australia's leading robotics educators. This team of outstanding educators has provided you with an amazingly comprehensive review of 16 robotics platforms that provides you with all the information you need to make a well informed choice about the right robotics platform for your school. We continue our exploration of robotics in classrooms with Gail Marshall's article which provides an international perspective on ways in which robotics can be connected to curriculum for deep and meaningful learning.

Issues of curriculum and technology are further explored in Peter Albion's thoughtful reflection on the history of coding in Queensland schools over the last 40 years. This review leads Peter to conclude that "neither unbridled rapture nor outright rejection would be a sane response to the second coming of coding for all". DLTV's connection with other state organisations is not only reflected in Peter's contribution from Queensland, but also in the work provided by Christopher Chin and colleagues from Tasmania. Their article in this edition of the journal explores the Calculus for Kids project that has introduced 10-12 year olds to calculus and explores developments in higher order thinking.

In addition to robotics, coding and calculus, creativity is another hot topic and Gail Marshall's second article in this edition introduces you to the notion of creativity through making, tinkering and fab-labs. The concept of creative thinking is explored in detail by Romina Jamieson-Proctor and Peter Albion who present their rationale for a theoretical framework for Distributed Creativity in classrooms.

The final article in this edition is by Lisa Wicks who teaches Design and Technology and Information Software Technologies in NSW. Lisa presents the results of a project she developed to explore the possibilities of augmented reality in a Design and Technology classroom. Lisa's work is a fantastic example of how thoughtful design, careful selection of an appropriate technology and a little bit of persistence can result in an outstanding example of pedagogical use of technology to enhance learning.

From robotics to coding, calculus to creativity, from fab-labs to augmented reality, from Victoria to NSW, from Queensland to the United States of America, this edition of the Journal of Digital Learning and Teaching Victoria provides you with a snapshot of contemporary practices and research that we hope provide you with some ideas as to how you might enhance digital learning and teaching in your own school.