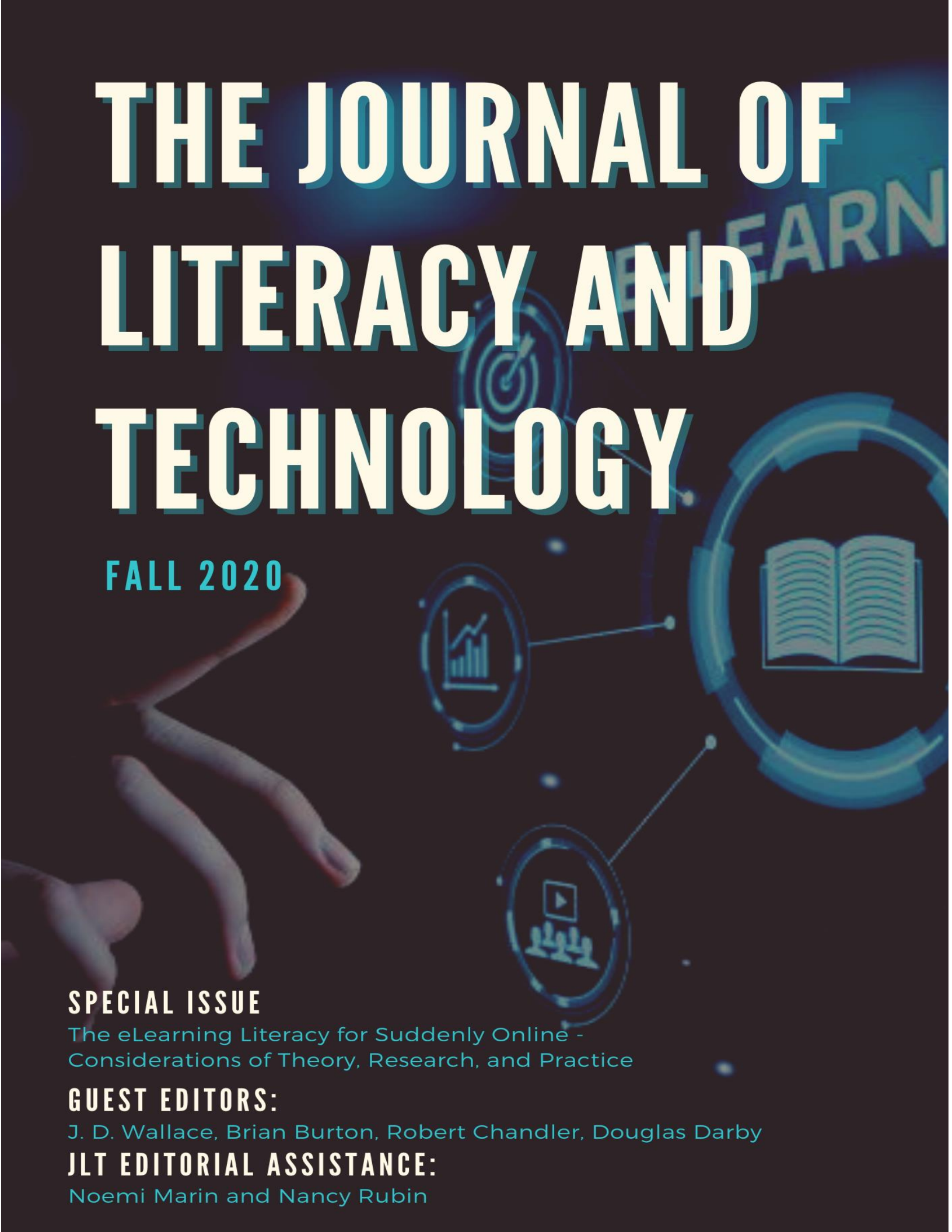


THE JOURNAL OF LITERACY AND TECHNOLOGY



FALL 2020

SPECIAL ISSUE

The eLearning Literacy for Suddenly Online -
Considerations of Theory, Research, and Practice

GUEST EDITORS:

J. D. Wallace, Brian Burton, Robert Chandler, Douglas Darby

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Noemi Marin and Nancy Rubin

The Journal of Literacy and Technology
Special Issue for Suddenly Online – Considerations of Theory, Research, and
Practice

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In such an unparalleled time in education as what has been witnessed during the COVID-19 pandemic, the need for understanding and new knowledge into this suddenly online paradigm has been met in this timely special issue of the Journal of Literacy and Technology. It has been an honor and privilege to be a part of this project. This experience has been inspiring on so many levels and is the product of a shared vision. While the publication of this issue represents the completion of a step, it is but the first in the journey to realizing a dramatic new context and evolutionary change in the role and function of online learning in the 21st century.

The strength of a journal lies in the collective quality of all involved in the process of bringing the publication to fruition. Each participant was essential to

the final success, including our research assistants, Jael Morel-Becerra and Camila Rodrigues-Velasquez, who tirelessly helped at every turn. Key to achieving the targeted outcomes of this guest issue was the effective and diligent execution of the peer-review process. The reviewers willingly contributed their valuable time for this worthwhile activity without expectation of recognition. These individuals, selected based on their expertise and distinct insights, provided the basis of excellence in each of the reviews presented to the editors. We are truly thankful for the hard work and professionalism demonstrated by each reviewer and the quality of the journal outcomes stands as a testimony to their efforts. Therefore, we would like to express our personal gratitude to the following reviewers who have reviewed manuscripts in the midst of these tumultuous times.

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Without their vision and recognition of the critical need to address the sudden shift to online learning, this edition would not have been given the opportunity to be realized. Because of their trust, we have been able to capture key data that will serve to foster understanding in the times to come.