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## ***Editorial***

### **EDITORIAL: A New Beginning**

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#### **Abstract**

This volume contains three articles that look at three core learning technologies issues – AI in K-12 Education, Remote Learning, and Online Learning – in very specific settings. Caitlin Reigel and her colleagues report on teachers and administrators’ knowledge and use of AI in K-12 schools. Rachid Elaasri reports on remote learning in higher education in Morocco after COVID-19. George Clifford Yamson and his colleagues report on online learning post COVID-19.

***Keywords:*** *educational technologies; K-12 education; higher education; learning technologies; artificial intelligence; AI; online learning; Issues and Trends in Learning Technologies*

Former Speaker of the US House of Representatives famously declared “all politics is local,” as a way of reminding himself and everyone else that specific circumstances in a locality are extremely meaningful and salient.

While I was in my teacher preparation Masters program in the early 2000’s, I had the privilege of working on a research project with one of my professors (the great Dr. Christine Clayton). As part of that project, Christine visited my middle school science classroom at least once per month for several months to observe my work with my students, particularly on how they and I used various technological tools to enhance teaching and learning (Clayton & Ardito, 2009). We learned that how these students used these technological tools were heavily context dependent. I invite you to read our article when you get the chance.

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Excelsior!

### **References**

Clayton, C. D., & Ardito, G. (2009). Teaching for ownership in the middle school science classroom: Towards practical inquiry in an age of accountability. *Middle Grades Research Journal*, 4(4), 53-79.