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Letter from the Editor

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Letter from the Editor

Abstract

I am very pleased and quite excited to introduce this issue of the ICCTE Journal to you this spring. The ICCTE-J is completing its twelfth year of publication and this issue marks the beginning of a new era for us. During the fall of 2017, the editorial team investigated the migration of our journal site from a self-managed WordPress site to a new site, hosted on the Digital Commons, powered by bepress (<https://www.bepress.com/products/digital-commons/>). With the endorsement of the ICCTE Board, we have migrated the journal to this new Digital Commons site. This platform offers several advantages. It brings more stability to the journal, enhanced search capabilities and exposure through Google, periodic reports to authors, and enhanced analytics on readership; all while maintaining our own organizational identity and independence. As you investigate the current issue, you will notice that the look and feel remains quite similar to our previous site. The most significant change for the reader is our choice to abandon the html format as the primary medium for each article, moving to an abstract on the site with a downloadable pdf file for each article, essay, and review. We still retain our Creative Commons Copyright license and ISSN.

The ICCTE Journal

A Journal of the International Christian Community for Teacher Education

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This issue features the work of Christian scholars from the United States, Canada, and New Zealand. Here you will find papers on assessment through the lens of love, Rosenblatt's transactional theory of reading as examined by people of faith, a study on gratitude and learning, teaching Bible in Christian schools, and a study on how a Christ-centered educational context influenced non-Christ-followers. I believe the work presented here will be instructive and challenging to you, your colleagues, and students.

The editorial team worked diligently together over the past number of months to not only build our new publishing platform; we also wrestled with identity and purpose questions as a result of preparing this issue. Questions raised about our

identity as ICCTE and our mission as an academic journal have caused the editorial team to engage our board in rich discussion about ICCTE as a whole. This discussion has been challenging, rewarding, and fruitful. Consider joining that conversation by becoming an author with us, or by joining the team of reviewers that engage with our authors around their work.

Blessings to you,

Scot