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	Nota di contenuto	Part I Trends and Issues in Learning, Design, and Technology Issues and Trends in Instructional Technology: Access to Mobile Technologies, Digital Content, and Online Learning Opportunities Continues as Spending on IT Remains Steady -- Second Thoughts: Understanding the Impact and Appropriate Use and Non-use of Technologies -- Enhancing Student Critical Literacy through Social Annotations -- The 2019 Scholarship Rankings -- Part II Virtual Reality (VR) and Augmented Reality (AR) -- Introduction-US Govt -- The Immersive Experience - How Virtual Reality Can Support Student Learning -- The Effects of a VR Intervention on Career Interest, Empathy, Communication Skills and Learning with 2nd Year Medical Students -- Sensory Worlds: Emotional Geography and Human Centered Design in 360° VR Ethnographic Videos -- Accessing the Pokélayer: Augmented Reality and Fantastical Play in Pokémon Go -- Visualization of Molecular Structures Using Augmented Reality -- Instructional Designs and Educational Technologies within Augmented Reality -- Transmedia

Storytelling: IDET ARTS VR as Library Technology: Early Faculty and Student Feedback on Educational Use of Immersive Technology -- Review Paper: Immersive Media and Their Future -- Part III Leadership Profiles Introduction -- Ana Donaldson -- Richard Cornell -- Part IV Organizations and Associations in North America Introduction -- Organizations and Associations in the US and Canada -- Part V Graduate Programs Introduction -- Graduate Programs in Learning, Design, Technology, Information, or Libraries -- Part VI Mediagraphy Introduction -- Mediagraphy.

Sommario/riassunto	This is Volume 42 of the Educational Media and Technology Yearbook. For the past 40 years, our Yearbook has contributed to the field of Educational Technology in presenting contemporary topics, ideas, and developments regarding diverse technology tools for educational purposes. Our Yearbook has inspired researchers, practitioners, and teachers to consider how to develop technological designs and develop curricula and instruction integrating technology to enhance student learning, teach diverse populations across levels with effective technology integration, and apply technology in interactive ways to motivate students to engage in course content. In addition, Volume 42 features the Virtual Reality (VR) and Augmented Reality (AR) research and educational use cases, organized and coordinated by Vivienne and David. This section provides evidence that the affordances of AR, VR, and mixed reality, defined as an immersive multi-platform experience reality (XR), have begun to make indelible changes in teaching and learning in the United States. XR's recent developments stimulated the editors to propose a special edition to mark the interoperability of immersive technology to push the boundaries of human curiosity, creativity, and problem solving. After years of incremental development, XR has reached a critical level of investment, infrastructure, and emerging production. The chapters included in this section illustrate how XR can push user inquiry, engagement, learning, and interactivity to new levels within physical and digital contexts.