The theme of this issue is Computers and the Right Brain and contributors have taken a variety of approaches to this topic. The From the Classroom section has a strong emphasis on graphical and design applications. Carolyn Dowling provides an excellent overview of the theme with Janni Nielsen and Andrew Gray exploring visual thinking and multimedia.

Two articles were accepted for the refereed section of the journal — Devising the device: microcomputer input decisions for young children by Dr John King and Dr Nola Alloway; and The left-handed computer — alternative images of classroom computing by Carolyn Dowling.

This issue represents the last hurrah of the 1991–92 editorial team. We wish the RITE group every success as they take on responsibility for producing the journal in 1993.

MESSAGE FROM INCOMING EDITORIAL TEAM
In 1993 Australian Educational Computing will become a refereed journal. Along with this change, ACCE has given responsibility for managing the journal to a new team — the RITE Group (Research into Information Technology Education) based at QUT in Brisbane. As manager of this group, I would like to take this opportunity to outline some of the developments and consequences that follow from this journal’s new status.

The development of a fully professional journal for ACCE has been an evolutionary one. Over the years, there has been significant improvement in terms of style and content — for which the contributors and ACCE members should be proud. The move to a refereed publication will continue this process without dramatic transformation. While readers can expect articles to conform to an academic style, my group is determined to retain a focus that is both relevant to classrooms and practical in nature. A number of initiatives, outlined below, will address the need to retain this emphasis but also encourage practitioners to contribute.

Writers who contribute papers will notice some changes. Each paper will be anonymously reviewed by two referees who will advise the acceptance, acceptance (subject to modification) or rejection of the paper. Rather than being judgemental, this process should be seen as constructive, especially for beginning writers. The editorial panel is committed to the encouragement of writers by providing constructive assistance to complement the referees’ advice. The panel of referees has been drawn from Australian and overseas academics who have a special interest in computer education.

In order to encourage contribution, my group has proposed a number of initiatives. Authors (potential and experienced) can obtain a Writers Pack of Australian Educational Computing which is being produced by the editorial panel. The pack sets out technical and structural standards for papers and, over time, will provide advice on the developing editorial policy of the journal.

Although publication itself is a reward for effort, my group believes that there is a place for a further recognition of exemplary papers. In consultation with the member organisations of ACCE, we shall instigate an annual award for the most innovative and outstanding paper published. It is hoped that this initiative will serve to encourage contribution and to enhance the quality of papers presented.

The journal will undergo some structural alterations. Depending on contributions, there should be three sections in each issue:

- Theme Articles — papers which address a specific issue;
- Contributed Articles — papers submitted that have a general appeal; and
- Short Communications — a non-refereed section that might contain letters, brief comments on issues raised in previous issues or pertinent to current debates.

The themes for 1993 have been decided and contributions sought. The first issue will focus on Computers and Classroom Change. While some believe that classrooms should respond to technological developments, others believe that opportunities exist to reform classrooms using the new tools that have become available. Still others believe that classrooms will cease to exist in their present form under imperatives generated by technological growth. Whatever the beliefs and predictions, the history of technological innovation in classrooms suggests that there is a reluctance to change — classrooms (in general) function in very much the same way as they have for many years. Why is this? Should classrooms respond or challenge external pressures? What will classrooms look like in the future? These questions are all relevant to the first theme issue in 1993.

The second theme will focus on computer studies — directed at what and how we teach (and our students learn) about computing. Apart from the pedagogy of individual strands within computing and information science curricula, this theme should also encompass developmental issues. What are the key ideas, concerns and concepts, and how can they be developed over the years of formal education — from primary school to tertiary study?

If you would like to contribute to the above themes or to any others in computer education, my group would like to hear from you. We can be contacted directly in the following ways:

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