

From the Associate Editor

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The semester has begun and, for many learning center directors and language technologists, a new series of technological challenges, time management crises and administrative balancing acts worthy of a career in circus performance. Hopefully by the time this edition on the Journal reaches your desk you will have been able to *find* your desk and your place of work has settled into a familiar pattern of events.

It is no different here in Ohio. As I write we are in the third week of our fall semester. Since beginning this paragraph I have been pulled away to find an errant remote for a DVD player, explain why the SECAM tape will not play on the regular VCR, change an overhead projector bulb, and assisted in an iMovie crisis ("... but it's due in 30 minutes!"). I am sure that many of you have had a similar morning at work.

Successful campus language learning centers often have common characteristics: a central location, a knowledgeable and accessible staff, ample hours of operation, appropriate technologies and comfortable surroundings. And yet, curiously, many of these same centers (and their Directors, if they are lucky enough to have one) are unknown to others. Our centers often live a strange, dual existence: for the constituents it is a treasured resource, but for others it is a misunderstood space with a perplexing mission. To make matters worse, our jobs and what we do to accomplish them are unique at our institutions, and therefore also easily misunderstood.

While our work with cables and tapes and scheduling is the most *visible* aspect of what we do, there is much that is *invisible* and yet crucial to our centers' survival. Be it through our own independent efforts or through attendance at professional conferences, we are also researchers and investigators of emerging trends in teaching and learning or the technologies that support them. Often the decision makers at our schools do not

know this side of our work; they only see us (sometimes frantically) supporting our centers, if they see us at all.

The fact that our centers thrive as they do is directly attributable to the many hours of investigation that was done before the doors opened and the new academic year began – work that is unseen by the public that relies upon it. In fact, research is a *crucial* component of our jobs and our profession. The IALLT Statement of Professional Responsibilities (available at the IALLT web site) brilliantly explains its importance in our professional life. If you have not read this document, I encourage you to do so.

The IALLT Journal wants to inspire its readership to chronicle and submit articles about that which many are already doing: using or creating technology to promote language teaching and learning. We want to hear about the work that you have accomplished in the wee hours of the night or the morning, or during a summer hiatus, after the phone stopped ringing, the DVD remotes were located, the overhead bulbs were replaced, the iMovie crises resolved, and all of the other administrative tasks were finished.

Please make that which has been invisible for too long now visible to others. We welcome your submissions. ♦