▉ Acknowledgments

A project like this takes a village to complete. First and foremost, I am thankful—like, *big-time* thankful—for the patience and trust the contributors of this collection have given to me and this book. Without them this volume wouldn't exist. COVID was hard. The lingering effects are even harder. Doing anything remotely "productive" is challenging no matter where we are right now. I thank the contributors for their generosity and flexibility. They were courteous and pleasant even when everything else was just dreadful. They made it relatively fun to edit a book.

I was inspired by Guy McHenry, who had collaborated with his students to produce an open-access keywords collection on surveillance studies (https://pressbooks.pub/surveillancestudies) in 2019. Then a freshly minted Ph.D. graduate, I thought to myself that similar efforts could be made for the topic of "design thinking"—an area of interest I developed while dissertating, thanks in part to the introduction by my mentors Ann Hill Duin and Joe Moses. Patrick Bruch, with whom I have taken classes in writing studies, has taught me that one way to learn about any given subject matter is to ask the question, "What is . . ." Hence the underlining question for this project: *What is design thinking?* Attempting to answer that question, I was brought back into reality by the teachings of Lee-Ann Kastman Breuch, who reminded me the importance of *explaining things . . .* as it's the bread-and-butter of a technical communicator's job. What background does one need to know? How might they apply a certain concept or skill? What are the pedagogical implications? Thus the motivation of this project. With these early experiences and unearned confidence, I went ahead and drafted a call for contributions for this project in the summer of 2019 and sent it into the listserv ether. It was a speculative move, to say the least. Yet, to my surprise, many people seemed to be fond of this idea. My inbox was soon filled with questions and queries about the project, and I found myself feeling accountable for the scholars and practitioners who saw it as an opportunity to *explain* what it is that they do with design thinking, whether in the classroom, at work, or with their communities.

And *explain* they did. This volume is the evidence.

To explain is also to inform and to educate. Sometimes, it takes more than just words and theories. Evidently, good explanations are paired with practical applications and recommendations. Thanks to the helpful feedback from the editors and reviewers of the Foundations and Innovations in Technical and Professional Communication series, *Keywords* authors were able to contextualize and situate their explanations within disciplinary settings. After rounds of revision and conversations, I am happy to see *Keywords* take its current form. I thank Lisa Melonçon and her team for making this book a reality.

Finally, I would be remiss to close without a shout-out to my family: my partner, Kamm, who patiently listened to all the ideas I had for this project (thank