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Editorial Preface

IJICTE 1(3)

Lawrence A. Tomei
Robert Morris University, USA

The **International Journal of Information and Communication Technology Education** publishes articles, papers, and manuscripts promoting the advancement of teaching with technology at all levels of education encompassing all domains of learning. The manuscripts in Issue #3 of the journal demonstrate research, practice, and position papers accepted for consideration by our editorial review board (ERB). The ERB consists of scholars and practitioners from some 20 countries around the world representing the discipline of instructional technology and the focus areas targeted by the journal.

A Case Study of Management Skills Comparison in Online and On-Campus MBA Programs by Levy examines two masters of business administration programs, one delivered in the more traditional classroom format, the other using a well-respected learning management system for delivery of coursework at a distance. A particularly noteworthy component of this study was the link made by the author to the standards and skills demanded of the Association to Advance Collegiate Schools of Business (AACSB), the foremost accreditation agency for higher education schools of business. Using the self-reporting instrument, Learning Skills Profile, the study compares resulting learning skills from an online MBA program versus the traditional delivery medium. The results are im-

portant for any institution considering online programs in general and MBA accreditation in particular.

Liu's article, *Evaluating Online Learning Applications*, explores the design of online K-12 learning applications and its influence on student learning. It examines 900 online applications in terms of quality and design of information and technology use. The data analysis employed inferential statistics and modeling to conclude that the design of online learning applications indeed impacts student learning and influences student enjoyment, motivation, and anxiety.

McGill & Bax's study strengthens previous literature reviews that recognize the lecture mode as an accepted, long-standing instructional delivery method in undergraduate information technology programs. In her study, *Learning IT: Where Do Lectures Fit?*, she examines the role of lectures from a student perspective in light of student attendance and perception of value to find that lectures remain a valued activity apart from the litany of technological alternatives that surround many of today's classrooms.

Examining Perceptual Barriers to Technology scrutinizes obstacles to effective technology integration and their relationship to educational reform. Robinson investigated four elementary schools during a three-month period and reported on the most com-

mon barriers to using educational technology. Planning, curricular issues, performance standards, and assessment tools all impact student learning. The study concludes with recommendations and assertions that would assist any institution in re-conceptualizing the role of technology for teaching and learning.

Focusing on communications technology education, Choi, Teer, & Teer present the results of their *Management of Telecommunications Services* project targeting university faculty and administrators as well as corporate trainers. For those interested in aligning the needs of the telecommunications industry with entry level IT employees, this article offers a proposed course model for your consideration.

The final paper selected for this third issue of the IJICTE was authored by Etter & Merhout. The practice-based abstract entitled *Integrating Writing into IT/MIS Courses* defends the assimilation of writing into an effective information technology curriculum as critical to student growth. The manuscripts goes on to discuss the importance and functionality of research papers, journaling, written exams, and themes for the development of the whole student.

Beginning with Issue #2 of the IJICTE, a single paper is recognized with the Editor's Award of Excellence. To recap the evalua-

tion procedure, submissions must be reviewed papers and must receive unanimous recommendation by members of the ERB assigned to review the initial manuscript. For the third issue of IJICTE, I am pleased to announce that the IJICTE Editor's Award of Excellence goes to: *A Case Study Of Management Skills Comparison In Online and On-Campus MBA Programs*, authored by Dr. Yair Levy from Nova Southeastern University, FL. His submission received the highest overall evaluation in all categories and was cited for its appropriateness and value to our readers, vigilant research methodology, and self-identification of its own weaknesses demanding further research. Congratulations to Yair on this recognition.

As you enjoy the third issue of the International Journal of Information & Communication Technology Education, please remember that the success of this journal depends in large measure on the number of quality manuscripts submitted for consideration. Your continued support in the form of submissions, encouragement of prospective authors, promotion in professional channels, and participation as a volunteer editor is solicited.

Dr. Lawrence A. Tomei is the dean of Academic Services and associate professor of education at Robert Morris University. Born in Akron, Ohio, he earned a BSBA from the University of Akron (1972) and entered the US Air Force, serving until his retirement as a Lieutenant Colonel in 1994. Dr. Tomei completed his MPA and MEd at the University of Oklahoma (1975, 1978) and EdD from USC (1983). His articles and books on instructional technology include: Professional Portfolios for Teachers (1999); Teaching Digitally: Integrating Technology Into the Classroom (2001); Technology Facade (2002); Challenges of Teaching with Technology Across the Curriculum (2003); and Taxonomy for the Technology Domain (2005).