The current issue addresses the challenges of implementing and utilizing information technology in educational settings. Although case studies about information technology are common enough – JCIT is a journal devoted to them – and case studies about educational issues can be easily found in many text books, case studies about technology in education are less common. Certainly they exist, but a rarely found compiled into a volume such as this one. That is what makes this special issue of *Journal of Cases on Information Technology* so unique and important. Commonly used in the social sciences and the field of education, case studies are key to the professional development of future education professionals. Scenarios routed in practice help to prepare teachers and future teachers for challenges and possible solutions that may occur in the day-to-day happenings in a school or educational setting. Current case studies focused on technology related issues are especially important for school personnel because the rapid changes to hardware and software drive rapid changes to their use (and misuse) in education. It’s important that teachers constantly engage these issues to remain current in their teaching and learning practices.

A range of potential difficulties managing technology in schools, classrooms, professional practice and within the greater educational community are presented in this issue. These cases involve various aspects of integrating technology into K-12 schools or preparation programs for education professionals. The technology challenges range from cyberbullying in a junior high school to the implementation of new software in a college course and a high school class.

In their case study, Mike Heymann and Heidi Schnackenberg describe a fairly typical case of cyberbullying. The events that precede the bullying and the roles that various students play, including the bully and the victim, are illustrated. Perspectives of teachers, administrators, and the students themselves are also presented. Readers are asked to consider what they would do in the positions of various authority figures, as well as the myriad of complications involved in instances of cyberbullying.

Zach Warner presents a scenario of innovation adoption. A math teacher is navigating the political and personnel school politics as he attempts to implement technology-based assessment tools. As a new teacher, he is attempting to weigh the value of the assessment tool at the same
time he is trying to acquire buy-in from his administration and colleagues. This case is a classic example of an innovator (the math teacher) working to gain the confidence of his coworkers/superiors so that he is allowed the flexibility to try new technologies without negatively impacting his students, the curriculum, or the school.

Alicia Roberts Frank illustrates a unique case that will likely become more common in the future. An ever growing high needs area, special education has long turned to technology to assist students with the various physical, intellectual, social, and emotional challenges that they may face both in and out of school. In this particular case, a high school teacher is working hard to make up for deficits in her ability to teach various content topics to her students. She knows that she is required to prepare students with special needs in all the academic specialty areas required in the high school curriculum, but she simply does not have the expertise to do so. She also wants her students to be able to attend regular education classes to acquire this knowledge, but many of her students are not comfortable doing so. The teacher therefore tries to find some grassroots solutions by working with a regular education teacher to have one of her students with special needs attend a class virtually. Readers are asked how they would solve the various problems that the teacher encounters as she tries this grassroots approach with technology to help her student learn the high school curriculum.

Julia Davis depicts a situation encountered far too often by online instructors in higher education. In this scenario, a college professor teaching a course online suspects one of his students of cheating. Specifically, he feels that the student is not completing any of the work on her own. He has had this student previously in an on-site course and finds that there is a significant discrepancy in the quality of her work in the online classes and on-site classes. The challenge the professor faces is how to prove academic dishonesty. Readers are asked what they would do in the professor’s situation and about cyber-cheating in general.

Finally, Edd Schneider presents an intriguing case involving several complex technologies and even more complicated applications. In this situation, a longitudinal action research study with the names changed, students in a graduate course use software tools to manage group projects in which they are to create, interestingly enough, original software tools that they are to pilot test and evaluate. The project management software is intended to help the students organize tasks and communicate, even while many are at a distance and often not able to meet face to face. Such an involved, multi-layered, scenario encounters many challenges and readers are asked how they might address the situations from the instruction and student perspectives.

Overall, the series of cases included in this special issue encompass many facets and types of challenges using technology in the classroom. The grade and age levels of the students in the scenarios vary widely, as do the uses, and misuses, of the technology. In each case, possible solutions to the problems can be discussed and analyzed by pre-professionals studying the cases in an effort to get them thinking about the challenges they will encounter when incorporating technology into educational settings. By studying these cases, it is hoped that education professionals will be better prepared when they enter their chosen professions in the field of education.

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