INTRODUCTION

This editorial preface introduces the inaugural issue of the International Journal of Information and Communication Technology Education (IJICTE) and the focus areas and formats for publication. The primary mission of the IJICTE is to explore multiple perspectives of technology education and promote research, positions, and practices that advance the state-of-the-art application of technology for teaching and learning. The journal will accept submissions based on innovative research, best practices, and innovative statements of novel positions with respect to technology education.

FOCUS AREAS FOR IJICTE

Submissions are welcome in areas of business, computer science, and information technology education; teaching and learning with technology; communications distance technology education; and corporate training. In particular, the journal seeks submission proposals supporting multidisciplinary research in the pedagogy and androgy of teaching with technology, technology as a teaching strategy, technology as a learning style, making technology work in schools, early childhood technology literacy, adult learners and technology education, impact of technology on student achievement, dimensions of technological learning, impact of technology in society, equity issues, technology education and copyright laws, censorship, acceptable use and fair use laws, community education and public outreach using technology, effective planning for technology education, marketing technology education, managing classroom technology education, developing successful information technology education leadership, teacher/trainer preparation and retention, impact of multicultural differences on technology education, special technology education for diversity and at-risk learners, information technology training tools, educational/ training software evaluation, writing technology training materials, models of instructional systems design, instructional design theories, corporate information technology training, administrative applications of information technology education, assessment of technology education, technology-based learning and training outcomes, assessment of technology-based curricular objectives, and school improvement and reform, developing standards-based technology education programs, data-driven decision making, strategic technology education planning, and technology education standards development.

A protracted discussion of each focus and format follows as each of the accepted articles in this inaugural issue of the Journal is introduced.
FORMAT GUIDELINES FOR IJICTE

Research Synopsis

Research is the pivot upon which the Journal will revolve. In each issue of the IJICTE, articles that summarize current investigations will play a primary role. Such articles present original research and address a clearly stated specific hypothesis or question. Papers should provide novel approaches and new insights into the problem addressed and are limited to 6,000 words. Manuscripts that clearly deal with the five focus areas are particularly encouraged. Manuscripts are assigned to an associate editor who determines whether the review of the literature, statement of the problem, methodology, and findings are adequately supported by the data and the conclusions drawn provide new and exciting information that is of the high quality expected by the IJICTE. Papers that pass an initial examination will be assigned to at least three reviewers from the International Editorial Review Board. The final determination of publication will be made by the editor-in-chief following consultation with the associate editors and Editorial Review Board.

In this inaugural issue of the IJICTE, four of the six articles are research-based. In his article, “Online Learning and Social Presence,” Paul Lajbcyier examines the social aspects of online learning using new survey instruments with application in many related areas of information technology education and poses implications for further research in technology-based pedagogical practices. Similarly, Taralynn Hartsell offers a descriptive analysis of the impact of gender on online communications. “Who’s Talking Online” cites research stemming from her descriptive study involving online graduate students. Dr. Hartsell concludes that, while certain limitations constrain the generalization of her study to a wider population, the implications for the distance educator are undeniable.

Tanya McGill from Murdoch University submitted “Information Technology Certification,” an investigation into the benefits and limitations of IT certification from the perspective of students, educational institutions, and employers. R.G. Perez’s “Exploring the Perceived Usefulness of System Documentation” was selected as the final research synopsis for this first issue. His research project examines the major differences between online and printed system documentation on both mainframe and personal computer platforms.

Each of these fine articles demonstrates the degree of excellence expected in research efforts pertaining to information technology education and the importance that will be placed on this particular submission format. However, not all submissions must be steeped in research.

Practical Abstracts

Practical abstracts should present a thorough review of a procedure or practice explained in sufficient detail to allow the reader to readily apply the information in a technology-rich classroom environment. These articles may be written in a how-to format. References must be included when necessary to support assertions or to acknowledge others’ contributions to the practice. Authors of practical abstracts will consider significant new/novel contributions in the field of educational technology. The article must provide sufficient details so that the method can be readily reproduced and rarely more than 3,500-5,000 words. The review process for practice-based submissions is similar to that of a research article.

Linda Wojnar’s article, “Group Process and Trust in Group Discussion,” portrays the practical benefits of group discussion for
online learning and offers a seven-phase schema that places trust at the foundation of effective collaborative online work. The article also relates the application of this practice in her graduate distance learning courses.

Position Paper

Writing a position paper requires a critical examination of your own thinking while evidencing an understanding of other people’s points of view. The goal of a position paper is to persuade readers that your opinion is valid and valuable. Therefore arguments should persuade the reader to adopt a particular viewpoint. Make the best possible case and refute the opposing side’s position. The most convincing arguments appeal to logic by gathering persuasive and authoritative evidence to support a position. Ideas must be carefully examined in choosing a topic, developing the argument, and organizing the final paper. It is very important to address all sides of the issue and present them in a manner that is easy for the audience to understand. Successful submissions will support the argument with evidence to ensure the validity of the claim for generalizability and utility across information technology education. Reviews must stand up to the scrutiny of experts in the field. An associate editor and at least two members of the Editorial Review Board will review each 1,000-word (maximum) manuscript.

Virtual Reality and Immersive Technology in Education” by Patrick Connolly of Purdue University advocates for the application of virtual reality in educational settings. Strong evidence is offered for the reader’s consideration as well as its potential impact. It generates discussion and promotes a level of interest in this technology as a teaching and learning strategy.

CONCLUSIONS

The five key focus areas and three appropriate formats provide the organizational structure for the IJICTE. Authors should specifically label their prospective submissions as to their target area and format. Submissions will be assigned to an associate editor, evaluated by an editorial board member reviewer, with final selection by the editor-in-chief according to specific criteria (Table 1). For a copy of the Manuscript Evaluation Form, please see our Web page at http://www.idea-group.com/journals/

The research synopsis encapsulates current and ongoing inquiry into investigations and studies that embrace technology education. Best practices for information technology are presented in a series of abstracts that foster the integration of technology in the form of everyday classroom applications. Position papers provide a forum for open-ended discussions; each paper posits an opinion or idea and readers are encouraged to explore the
possibilities via letters to the editor or articles of their own.

Welcome to your *International Journal of Information and Communication Technology Education*. This inaugural issue continues with the first set of articles representing each of the four areas and three formats for your professional reading. Each associate editor and member of the Editorial Review Board encourages your submission to a future issue of IJICTE.

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