Editorial Preface

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Lawrence A. Tomei
Robert Morris University, USA

The International Journal of Information and Communication Technology Education (IJICTE) continues to advance the discipline with its second issue dedicated to business, computer science, and information technology education; teaching and learning with technology; communications technology education; distance education; and, corporate training.

The manuscripts presented herein share a wide range of research, practice, and position issues for consideration. At the outset, Scime and Wania offer an analysis recognizing significant differences among computing model curricula. In *Computing Curricula: A Comparison of Models*, the authors validate what most of us suspected all along; that is, even technology courses with the same name often address widely different learning objectives. This research study suggests how to “reverse engineer” courses, ensuring inclusiveness of key concepts and topics in otherwise similar programs of study.

In the second investigative paper, *A New Generation Gap? Some Thoughts on the Consequences of Early ICT First Contact*, Madden et al. introduce the new chasm arising from differing perceptions of technologies. This timely manuscript depicts the technology gap between students and their teachers and parents, and expands the reader’s horizons with respect to particular problems that arise. The authors’ investigation examined teaching and learning with technology and the effects of rapidly rising interest in information and communication technologies (ICT) in the United Kingdom.

A position paper in the focus area of educational technology, Masterson-Smith’s article titled *Electronic Reading Programs* offers her perspective surrounding the popularity of reading software in schools. While many packages claim to provide a pedagogically sound basis for inclusion in a classroom reading curriculum, the author cautions us to seek out the appropriate venue for successful application, including staff development.

Wright, Beedle, and Stanford’s paper, *Enriching an International Program Graduate Offering: A Blended Delivery Model*, elaborates on the promises of a blended delivery model for increasing student skills and knowledge using Web-based materials. Simultaneously, students increase their interaction with peers and teachers and add to their knowledge of the content area via online instruction. Read more about the blended delivery model and the competencies required by students and their instructors to produce successful learning outcomes.

*The Cross-Cultural Dimensions of Globalized E-Learning*, by Edmundson, explores multicultural facets of distance learning, then proceeds to investigate how learn-
ers from two specific cultures achieved similar learning outcomes via the e-learning format. Readers will enjoy this review of matters such as masculinity vs. femininity, uncertainty avoidance, orientation to time, educational paradigms, and the impact of these dimensions on learning with technology. The author proposes the Cultural Adaptation Process (CAP) model for adapting e-learning courses to specific cultures. Her research efforts promise to impact our discipline as further investigation fashions a reliable tool for all consumers of e-learning.

An excellent practice paper titled Dynamic Taks-Oriented Online for Student Learning: A Practical Model establishes the framework (i.e., methods, information, and cognition) for deeper student comprehension using distance-based online discussion. Havard, Du and Olinzock offer a schemata for interaction that includes flexible peer, structured topic, and collaborative task discussion. Readers will find their proposed practice supported by an investigation establishing the effects of technology on learning and the deepening of cognition via distance-based online discussion.

Readers interested in practical applications of teaching and learning with technology will enjoy LAN-Designer: A Software Tool to Enhance Learning and Teaching Server-Based LAN Design. This is a review by Sarkar dedicated to the software tool for enhancing the design of server-based local area networks. The evaluation incorporates conclusions from both students and teachers and presents a methodology for how technology can motivate students to learn what is otherwise (by the author’s own admission) very technical, dry, and boring content.

The final paper selected for this second issue of the IJICTE was authored by Andrew Targowski. From the Cold War to Internet Cathedral offers an historical perspective of technology and its parallel evolution with respect to world events. Most readers probably knew that the Internet began as solution to the command and control demands of the US military. But, this paper goes on to present a comprehensive examination of the political, technical, social, and intellectual consequences of the Internet to the world of the 21st century.

With the IJICTE Editorial Review Board now firmly in place, submitted manuscripts receive a thorough evaluation before their final selection for publication. Each submission is measured for subject popularity, appropriateness to the IJICTE mission, contributions to the literature, as well as quality of research, practice, or position. Blind reviews are forwarded to the contributor with recommendations and comments for consideration. The rejection rates for the first two issues of the publication have been 35 and 42 percent, respectively. Additional manuscripts are always welcome and encouraged.

Beginning with this issue of the IJICTE, one paper will be recognized with the Editor’s Award of Excellence. The submission must be a reviewed paper and it must receive unanimous recommendation by members of the ERB assigned to review the initial manuscript. I am pleased to announce that the first recipient of the IJICTE Editor’s Award of Excellence is Dr. Andrea Edmundson’s and her paper, The Cross-Cultural Dimensions of Globalized E-Learning. Her submission received the highest overall evaluation in all categories and was cited for her introduction of the Cultural Adaptation Process (CAP) model for adapting e-learning courses. My congratulations to Andrea on this recognition.

Enjoy the second issue of the International Journal of Information & Communication Technology Education.
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).