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 important 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-
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).