Issue No. 4 of Volume 2 witnesses a return of articles in the corporate training focus of the *International Journal of Information & Communication Technology Education* (IJICTE). Three manuscripts deal with corporate situations: ICT staff training, IT training as a strategy for business productivity in developing countries, and implementing and sustaining e-learning in the workplace. Two articles address teaching and learning with technology, which, as a rule, is our most popular focus area: “Strategies for Teaching Students With Exceptional Needs in Cyber Schools” and “Game Mods: Customizable Learning in a K16 Setting.” The issue also includes an article focusing on communications technology: “Teaching TCP/IP Networking Using Practical Laboratory Exercises” and one that deals with business, computers, and information technology: “Project Management in Student Information Technology Projects.” All together, this issue is the most diverse yet includes topics in the research, position, and practice arenas. Specifically, a brief recap of each submission follows:

“Strategies for Teaching Students With Exceptional Needs in Cyber Schools,” by Shellie Hipsky, is her first contribution to the IJICTE and discusses her doctoral research in the growth of cyber schools for K-12 students. She presents appropriate strategies devised to meet the needs of students with exceptionalities, a new twist to the use of technology for teaching and learning. Cited is research taken from the Pennsylvania Cyber Charter School that serves 353 students with Individualized Education Plans. Parent surveys were analyzed and revealed important themes for cyber education, including communication, interests, focus, less stigma from the special education label, education differences in comparison to other methods, and cyber school shortcomings. The study used the action research model to uncover techniques and strategies that cyber schools should consider when teaching students with special needs. Teacher-tested documents are included in the appendix for your consideration as well as a model for special needs strategies in the cyber learning environment.

“Game Mods: Customizable Learning in a K16 Setting,” by Elizabeth Fanning of the University of Virginia, describes a modification within an existing commercial computer-based game that has been created by a user. By game modding, trained instructors can take the setting of their favorite game and customize it for instructional purposes. This position article describes how commercial computer-based game developers for years have committed resources that prevented outsiders from hijacking their games. Now,
with the influence of educators, several computer-based game developers acknowledge the value of their products (with some modifications) in light of revised content and minor changes to the human interface in order to take advantage of the benefits and production quality of commercial computer games to create customized instruction. This article focuses on mainstream, accessible games with straightforward modding tools that can be integrated easily into a learning environment. For readers looking to enhance their course materials with state-of-the-art technologies, this article is mandatory reading.

Colleagues from Murdoch University contributed their business, computer science, and information technology research in the article, “Project Management in Student Information Technology Projects.” Maria Delia Rojas, Tanya McGill, and Arnold Depickere investigated how universities teach project management to their information technology (IT) students. This article shares research investigating the use and usefulness of project management in student IT projects. Findings from the inquiry show a wide range in the application of project management practices. According to the authors, students are more likely to produce the initial documentation associated with some of the project management knowledge areas than to make use of it throughout the project to monitor progress. In other words (and this is the editor’s interpretation), project management is implemented at too low a level of educational objectives; instructors are missing valuable opportunities to increase student learning outcomes. The results also showed that the number of project management guidelines applied in student projects was not linked with IT project success. However, there was a strong relationship between project management plan quality and obtaining a good software product.

Many of our readers will identify with the article from Nurul I. Sarkar of the Auckland University of Technology. His article, titled “Teaching TCP/IP Networking Using Practical Laboratory Exercises,” explores the difficulty with motivating students to learn TCP/IP networking concepts, because the subject often is considered technical, dry, and boring. Dr. Sarkar shares some of his practical laboratory exercises and other instructional materials that augment the content and offer a multi-user, multi-tasking environment that is suitable for classroom use in undergraduate networking courses. These same tools are appropriate for modification in other similar technology-rich courses. The effectiveness of the exercises was evaluated both formally by students and informally in discussion within the teaching team and is presented for your consideration. The article goes on to describe their impact on student learning and comprehension based on the author’s experiences in an undergraduate IT course. The article is an excellent jumping-off point for those instructors who find themselves in similar situations regarding content and delivery of instruction.

Shirish C. Srivastava and Thompson S. H. Teo from the National University of Singapore have contributed “IT Training as a Strategy for Business Productivity in Developing Countries” for the corporate training reader of the IJICTE. According to the authors’ findings, most existing studies on technology training address the operational issues of process and largely ignore the more strategic concerns of training to enhance business productivity. To ameliorate this shortfall in the literature, the authors explore the strategic concerns of IT training in hierarchical organizations that typically are prevalent in developing countries, synthesizing various ideas in the literature on change management, training needs analysis, and IT adoption to evolve a strategic IT training framework for hierarchical organizations. The training framework provides an actionable and comprehensive tool that can be used for by readers concerned with the systematic plan-
ning of IT training for enhancing productivity of organizations.

The final selection for this issue of the IJICTE was contributed by Zane L. Berge of the University of Maryland and Lenora Giles of the University of Baltimore and is titled “Implementing and Sustaining E-Learning in the Workplace.” The elements of organizational framework include leadership, change management strategies, the technology infrastructure, and organizational structure. Many readers of the IJICTE will appreciate how the impact that information and communication technology, specifically computer-networked systems, has created both a demand and an opportunity for businesses to approach training and knowledge management from new perspectives. Training agendas have evolved to programs now driven by the need to provide the right training quickly and efficiently to support systems that are current, accessible, and interactive. This research article discusses strategic planning in terms of the organizational elements and the e-learning program requirements that are necessary in order to build a framework to institutionalize and sustain e-learning as a core business process. E-learning programs recounted in this article discuss instructional systems, roles, and competencies of key staff people and the budgeting and building blocks to sustain e-learning and knowledge as components of a viable corporate strategic plan.

*Dr. Lawrence A. Tomei is the associate vice president of Academic Affairs 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).*