This issue of the *International Journal of Information Communication and Technology Education* (IJICTE) is all about models: models for online course development, models for identifying multi-disciplinary strategies, models for online instructors involved in course design, models for assessing student attitudes, models for fostering meaningful interaction in online courses, a holistic model for blended learning, models for using Web-based systems to support teaching, and a model for building collaborative bridges online.

In *Examining the Relationship between Course Management Systems, Presentation Software and Student Learning*, authors Crawley and Frey investigate the relative impact of in-class student behaviors by assessing the value of instructional technologies such as online learning management systems and instructor-led visual presentations. The results of their study of items divided into three dimensions of electronic presentations, online-course management, and effective classroom behavior found that half of the items explained the majority of variances in the impact of instructional technologies on student learning. Significant differences were noted in online course management systems and the perceived impact of electronic presentations on student classroom behavior. Implications for construct refinement and future research are discussed.

Furtado and Furtado propose *A Multi-Disciplinary Strategy for Identifying Affective Usability Aspects in Educational Geosimulation Systems*. Based on an architecture that defines the basic components of a geosimulation system as well as learning strategies, they suggest design strategies that might elicit positive emotional responses from students in various learning situations. Their paper points out how such strategies are used in successful online learning systems to evaluate student emotional responses evoked during their interaction with the system and how these strategies are applicable in many teaching and learning situations.

Research was conducted to evaluate the characteristics and preferences of online instructors concerning the use of telementors (online instructor-assistants) as a key component of online teaching. Cicciarelli presents *A Description of Online Instructors Use of Design Theory* that examines a sample of online instructors from colleges and universities located across the United States. Outcomes found a larger number of online instructors who applied design theory when creating a course when compared to instructors who indicated that they did not apply design theory. Descriptive results, as well as the survey instrument itself, illustrate how often participants said that they utilized one of several noteworthy theories of knowledge acquisition and instructional design.

Changchit and Klaus discuss advances in technology that enable instructors to design online courses to better meet the needs of students. Their model of *Classroom Preferences: What Factors Can Affect Students’ Attitudes on Different Classroom Settings?* focuses on student perceptions of online courses and the factors that lead students to prefer one online course over another. The
investigation identifies issues affecting student perceptions and concludes by suggesting ways to design online programs better suited to the learning styles and mind-sets of prospective students.

*Fostering Meaningful Interaction in Health Education Online Courses: Matching Pedagogy to Course Types* is offered by Fuller and Kuhne and examines the best interactive practices of effective health care education from faculty at six major universities. Participating program directors identified effective faculty and prioritized their most effective online practices. Findings indicated that different types of facilitation approaches are needed to generate adequate interaction in four distinct types of health care courses: foundational classes, skills classes, analysis/synthesis class, and hybrid type courses—course types common to many information technology disciplines.

Stone’s manuscript unfolds the *Holistic Model for Blended Learning*. As a pioneer in public cyber charter schooling, the author presents a new model for district-level cyber schooling that schools can use to compete with outside cyber charter schools seeking to meet the growing demand for K-12 online learning. As more and more parents elect to transfer their children from the traditional school venue into the virtual realm of the cyber charter schools, a growing rejoinder from publicly-funded schools has emerged. As schools and school districts forfeit critical tuition dollars to maintain the quality of education for all students while offering a variety of services to non-paying cyber students, this response has garnered both academic and financial support.

*Using a Web-Based System to Support Teaching Processes* presents a unique model for Teacher-Student Interaction (TSI) that supports communication between instructors, teaching assistants, and students in traditional on-campus courses. Klyuev, Tsuchimoto, and Nikishkov suggest by using the TSI Model, instructors and teaching assistants are able to handle most of the routine work involved in uploading student personal information, sending students personal e-mails, and the like. The tool presented for consideration is helpful in understanding individual and group student behavior and was successfully tested for four years in an environment where English is a working language and where both students and professors are non-native speakers of English. This article was the overwhelming choice of our editorial review board to receive the IJICTE Editor’s Award of Excellence for Issue #13. Congratulations.

Our final article, *Building Bridges Online: Issues of Pedagogy and Learning Outcomes in Intercultural Education Through Citizenship* by Austin and Anderson, considers the significant increase in school use of collaborative software, research that addresses the importance of curriculum based on solid theoretical models of learning, and the implications of collaborative software and the theoretical models of learning in terms of pedagogy and learning outcomes. Their fourfold conclusions stress how pedagogy must be clearly based on theoretical models of learning, predict how the use of these new theoretical models is likely to challenge conventional teaching patterns, suggest that learning outcomes be a judicious blend of both cognitive and affective domains, and, infuse political commitment into curriculum entitlement to develop a better understanding and tolerance of difference.

Congratulations to those authors who contributed to this issue of the *International Journal of Information Communication and Technology Education*. With six of the eight papers representing an international flavor, readers of the IJICTE have come to expect a truly global perspective in content, research, and applications and implications from our articles. Please continue to encourage this breadth and scope as we expand and mature our journal into its fourth year of publication. Submissions to the IJICTE are always appreciated and cheerfully accepted at any time.

Enjoy this issue of the IJICTE.
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).