Ask any teacher at any level of education – technology engages learners and animates their imagination. Technology stimulates minds in ways that make a profound and lasting difference. Indeed, technology, for many, is the most important new teaching strategy and learning style introduced in the past 50 years. Yet, the discipline is woefully lax in quantifiable and qualitative validation of successful learning outcomes. Learners with basic skills in reading, writing, and arithmetic master those skills better and faster with technology; yet the research is not there to defend how much better or how much faster these skills are acquired. Technology offers educators a way to adapt instruction to the needs of more diverse learners; still, such successes are not generalized across populations or content areas. Learners use technology to acquire and organize information evidence to obtain a higher level of comprehension; but we are not sure why. The purpose of the International Journal of Information and Communication Technology Education (IJICTE) is to grow this body of research, propose new applications of technology for teaching and learning, and document those practices that contribute irrefutable verification of information technology education as a discipline.

Topics Covered:

- Acceptable use policies and fair use laws
- Administrative applications of information technology education
- Assessment of curricular objectives, administrative applications, and corporate objectives
- Corporate information technology training
- Data-driven decision making and strategic technology planning
- Educational training software evaluation
- Effective planning, marketing, management and leadership of technology education
- Holistic approach to instructional design theories
- Impact of multicultural differences on technology
- Impact of technology in society and related equity issues
- Impact of technology on education-related issues such as copyright laws, censorship, and fair use
- Impact of technology on student achievement
- Pedagogy and androgogy of teaching with technology
- Related issues that impact the research, position, and practice of information technology education on schools, corporate entities, and society
- School improvement and reform
- Standards-based technology
- Education programs
- Technology as a teaching (teacher/instructor) strategy and learning (student) style
- Technology as a teaching strategy and learning style
- Technology planning, marketing, and management
- Technology tools for education and training environments
- Technology training tools and instructional materials
- Theories and models of instructional systems design

SUBMISSION INFORMATION

Prospective authors should note that only original and previously unpublished articles will be considered. Interested authors must consult the journal’s guidelines for manuscript submissions at www.igi-global.com/publish/resources prior to submission. All article submissions will be forwarded to the Editorial Review Board for double-blind, peer review.

All submissions and inquiries should be directed to the attention of:
David D. Carbonara, IJICTE@igi-global.com
www.igi-global.com/submission/submit-manuscript/