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 andragogy 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
Mission and Scope

The mission of the International Journal of Information and Communication Technology Education (IJICTE) is to serve as a medium for introducing, collaborating, analyzing, synthesizing, and evaluating innovative contributions to the theory, practice, and research of technology education applicable to K-12 education, higher education, and corporate and proprietary education. IJICTE publishes articles promoting the advancement of teaching with technology at all levels of education encompassing all domains of learning.

About the Editor

David Carbonara serves on the Elementary Education Committee, Secondary Education Committee, and the Professional Development Schools Committee in the Department of Instruction and Leadership. Dr. Carbonara is currently an assistant professor at Duquesne University.