



Introducing the International Journal of Information Technology Education - IJITE

Ben Lientz

UCLA

Nikos Mylonopoulos

Athens Laboratory of Business Administration

K.V. Ramani

Indian Institute of Management, Ahmedabad

Welcome to the launch issue of the International Journal of Information Technology Education (IJITE). This innovative new journal is devoted to enhancing information technology education worldwide by publishing high quality refereed teaching materials, articles on key developments in teaching methods and technologies, and new institutional frameworks for IT education. The mission of the IJITE is to disseminate leading-edge teaching resources, and research on IT education, in a format that can be readily accessed primarily by teachers and students, but also by the wider audience – in particular managers and industry professionals. The IJITE therefore aims to highly useful and excellent source of course materials as well as pedagogical reviews for those involved in information technology education and related areas. The journal also intends to become a key information resource for managers to keep up to date with the latest developments in the field.

The IJITE is quite unique in that it aims to apply rigorous peer review practices to the dissemination of teaching resources in Information Technology education. The peer review process plays a pivotal role in the advancement of science and in sustaining the growth and credibility of the academic community. Two observations have prompted us to apply the same peer review principle to the dissemination of teaching resources. First, the explosive growth in the free sharing of teaching resources over mailing lists and the world wide web, that we have witnessed over the last fifteen years. Second, the widespread interest generated by debates on the scientific, educational and institutional status and evolution of the IT/IS field. Such debates naturally attract a lot of interest, since they deal with vital issues facing educators and practitioners alike.

On one hand, continuous technological innovation presents a shifting landscape on which academics and practitioners constantly adjust their priorities and strategies. On the other hand, to the extent that IT permeates society at large, both junior students and experienced executives become ever more demanding an audience in educational settings. Faced with a rapidly evolving subject matter and a demanding customer base, it is not sufficient for an educator to simply revise his or her syllabus and teaching material. Insofar as it is increasingly difficult to make an impact with one's own educational objectives and outcomes, teaching methods and resources need to be innovative.

In this respect, the IJITE aims to promote innovativeness in teaching and to disseminate exemplary teaching resources. The IJITE complements other scholarly journals in the field by focusing exclusively on educational material. Broadly, the excellence of such material comprises two main parts; the state of the art content, such as a new technology or novel managerial practices with respect to technology, and the organization and delivery of that material, including teaching methods and tools. Given the focus of IJITE, authors are expected to be reflective of their own experience with the teaching material or method they present. By analogy to purely research publications, papers in IJITE should provide such documentation of the teaching material or method as to allow readers to replicate the experience of the author. Clearly, full replication is unattainable because of the unique conditions facing each educational setting, including among others the personality of the teacher, the identity of the audience and the material resources available. Having said that, the review process of IJITE will strive to ensure that sufficient background and reflective assessment is provided in each submission as to justify its characterization as innovative and exemplary.

The four main categories of articles that the IJITE will publish are:

- Lectures on any aspect of information technology that can be used as the basis of a core section of a course or as an integral part of a class.
- Case Studies, written at a level of quality typical of those, which qualify for use in the learning environments of internationally acclaimed higher education institutions.
- Original research, from multiple methodological and epistemological standpoints, on the development, delivery and outcomes of educational practices in all areas of Information Systems and Technology.

- Reviews of textbook and other commercially or publicly available teaching material. Such reviews should draw from the authors' own experience of actively deploying those resources in the classroom. Reviews may refer to innovative syllabi and curricula with which the authors have been able to demonstrate superior educational outcomes. Authors are also encouraged to submit reviews of novel institutional arrangements with respect to IT education, such as business-university alliances, corporate universities, etc.

The editorial team and review board of the IJITE is dedicated to providing a high quality screening of submissions, according to the highest peer review standards, and to ensuring that readers will receive the most up-to-date and enlightening ideas and practices that pertain to the matters treated in each manuscript of academics and practitioners within the field.

Publications

In each of its five forms of publication the IJITE seeks to generate value added for its target readership.

Lecture articles will be derived from exceptional teaching and from summaries of leading research. The major criterion applied here is that the article should be of interest not only to MBA and senior level students, but also to managers of international companies.

The case studies will be robust and provide new perspectives on how companies cope with the ever increasing complexities of the global economy. The structure and presentation of case studies will be such as to engage prospective audiences in a learning experience by challenging their skill, knowledge and experience.

Research papers will have a clear focus on educational practices and their outcomes. Inter-university and international comparisons are particularly encouraged. The IJITE will publish all methodological and epistemological standpoints as long as they are sufficiently elaborated and justified.

In the review section we will feature best practice teaching strategies. In later issues we will feature reviews of textbooks and papers covering strategies for corporations toward educational institutions, executive education, in-company training and corporate universities, as well as real life experience essays by top CEOs and other outstanding senior executives from around the world.

The inaugural issue of the IJITE starts with a case study of B2C e-commerce in Japan, by Ali Farhoomand. The case of Seven-Eleven Japan presents several

lessons for the successful design and implementation of innovative e-enabled business models. The case covers strategic, cultural, logistical and managerial issues, lending itself to teaching in several different course contexts depending on the perspective of the educator.

Mark Jeffery and Derek Yung follow with two complementary case studies. MDCM Inc. is a fictitious yet very realistic company in the medical device manufacturing business. The cases are designed to teach the concept and practice of aligning the information systems portfolio with corporate strategy. While case A presents the broad picture of strategic challenges and priorities for IT infrastructure, case B outlines a number of specific projects that need to be evaluated, scheduled and funded into the IT plan. The cases, targeted primarily to MBA audiences, are detailed enough to support hands on exercises, while being sufficiently flexible to suit the teaching styles and exercises of different faculty.

The third paper by Hsiang-Jui Kung and Thomas Case focuses on the teaching of database normalization. This can be quite a challenge for both students and tutors alike, especially in programs or majors with limited technical background. The authors present an alternative approach to database schema normalization and studies how students perceive and react to this approach in comparison to how they receive the mainstream normalization approach. Further, it is shown that the choice of technique has a significant impact on student performance. This insight will be particularly useful to every teacher of databases.

Bennet Lientz has a long-standing experience as practitioner, consultant and educator in corporate IT management. In his lecture article he presents a concise summary of his highly acclaimed teaching in IT management. The lecture covers all aspects of planning, implementing and controlling complex IT infrastructures in large organizations. A case study vignette illustrates the key points. The article can be used as the basis for a single lecture or even for the design of an extended course syllabus.

In his paper, Sal March presents a tutorial for teaching e-business system concepts. This tutorial comprises a small scale but complete and integrated exercise. It is intended to expose students to a variety of software tools for the development of an end-to-end e-business environment. Importantly, this tutorial is not solely an exercise in software development; on the contrary it demonstrates effectively the importance of integrated information flows in an internet-enabled enterprise. The author provides additional material on the web for educators to adopt.

Jonathan Caulkins develops the argument for the uniqueness of software as a product, in particular with respect to its variable reliability and quality. The author pursues the argument in various directions. Notably he considers and evaluates a number of other, better known products as potential metaphors or analogies for software. His focus is on software development as a design

process. The comparison to well known products is carried out on the basis of a system of dimensions of the design process.

Ioannis Sideris and Nikolaos Mylonopoulos present a business game simulation designed to teach the complex collaborative and competitive dynamics of the mobile telephony and services industry. Worldwide, the mobile telephony industry is characterized by explosive growth, rapidly evolving technologies, and shifting competitive dynamics. The authors argue that the experiential learning of a business game is much more efficacious than, though complementary to, the mainstream lecture and case study approach, especially when the topic presents very few certainties and when today's knowledge becomes obsolete very rapidly. The paper includes a review of the authors' experience from running this business game in the context of short executive education seminars.

Moving Forward

For the IJITE to achieve its mission, we must establish a dialogue with our readers and potential contributors. Responses and submissions should therefore be directed to our team of editors: Ben Lientz (bennet.lientz@anderson.ucla.edu), Nikos Mylonopoulos (nmylonop@alba.edu.gr), & K.V. Ramani (ramani@iimahd.ernet.in). For general publication and submission matters, please contact Paul McSweeney, Publishing Editor (pmcsweeney@senatehall.com). We look forward to your responses.