

FROM THE EDITOR: IN THIS ISSUE

SUSAN R. FEATHER-GANNON

This issue includes two research projects plus two other articles that promise to be of interest to our readership. The first article, co-authored by Faye P. Teer and S. E. Kruck of James Madison University, describes an investigation that revealed the extent to which Java programming was being offered in accredited business schools, including faculty backgrounds, course content, materials used, the nature of course assignments, and whether collaborative learning was used. The researchers found that when Java was offered, the course was typically required as part of a Computer Information Systems (CIS) major. Sheila M. Smith of Ball State University has once again contributed the results of her research to the ITLPJ in the second article. She investigated gender and racial factors influencing the digital

divide. Her findings uncovered disparities in computer ownership, courses taken, and self-efficacy in terms of gender and race.

In this issue of the journal, Jorge Gaytan of the University of West Georgia contributed to the “Making a Difference” section with his description of assessment techniques used in the online environment. Additionally, a new section, titled “Historical Perspectives,” includes an article that traces the history of distance learning co-authored by Kathleen Harting of Southern Illinois University and Margaret J. Erthal of Illinois State University.

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GUIDELINES FOR AUTHORS

The *Information Technology, Learning, and Performance Journal*, formerly known as the *Office System Research Journal*, publishes articles related to the field of organizational and end-user information systems (OEIS). Submissions may present the results of research in the discipline, deal with research methodologies and data treatment techniques, or describe research or experiences related to instruction in the discipline. For the “Making a Difference” section, manuscripts that discuss our theoretical bases or describe an innovative policy, procedure, method, technique, or practice that has potential benefit for systems professionals and/or educators and technology trainers are encouraged. We also accept reviews of current books—both academic and popular press—related to OEIS. All submissions are submitted to a blind review process.

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