EDITORIAL

For successful use of instructional technology in higher education we must…

**Gary R. Morrison · Gary J. Anglin ·
Ginger S. Watson**

This issue of the journal represents a new publisher, new editors, a new editorial board, and subtitle for the journal. We are pleased to announce that Springer is now the publisher of the journal. Springer is well known for publishing high quality books and journals in academia. Springer's extensive reach within the global scientific community will enable the *Journal of Computing in Higher Education* to reach an even broader audience. Back files, as well as current content, will be available on SpringerLink, our state-of-the-art content platform. Table of Contents alerts, "My SpringerLink" and other features are available for end-users. Springer is delighted to facilitate the further development the journal in the interest of its core contributors and readers, as well as to a much wider global community. Using Springer's resources, authors and the journal's readers are able to access articles online in a timely manner once they have been accepted.

In the past, the journal has published two issues per year and followed an academic year schedule, with Volume 19, number 2 and Volume 20, number 1 representing the announced 2008 program. Beginning in 2009, the journal will appear on a calendar year schedule with three issues scheduled to appear. In 2009 the journal is scheduled to publish Volume 21, numbers 1, 2 and 3. To implement

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this schedule change, we have published Volume 20, number 2, which is a special issue on mobile computing.

We added a subtitle to the name, *Journal of Computing in Higher Education: Research & Integration of Instructional Technology*, to reflect a broader interest of the journal. While many equate the terms computer and technology, the term technology is much broader. The new title will better reflect a focus on computer technology as well as the integration of various other technologies of instruction in higher education.

The editor-in-chief is Gary R. Morrison at Old Dominion University. Dr. Gary J. Anglin, University of Kentucky, and Dr. Ginger S. Watson, Old Dominion University, are the associate editors. Our managing editor is Jennifer Maddrell, a doctoral student at Old Dominion University.

The editorial board is composed of the following individuals.

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Areas of interest

We are interested in a publishing a broad spectrum of quality papers in the journal from a variety of disciplines and perspectives. The central focus of the journal is on research and integration of instructional technology in higher education. Topics of particular interest include the following:

Basic and applied research with instructional technology
Critical examination of issues related to technology integration
Analysis and critical reviews of policies related to instructional technology and distance education
Theoretical perspectives on instructional technology
Diffusion and adoption studies
Management of learning

Introduction to this issue

Five sets of authors were asked to write a paper for this inaugural issue. They were asked to ask to address the issue "For successful use of instructional technology in higher education we must…" The result is five excellent papers representing different perspectives on successful use of instructional technology. The following is a brief synopsis of each paper.

Richard Clark addresses the issue of instructional technology related problems and presents a model for how we should proceed with finding a solution to a problem. As faculty, designers, and researchers we must ask if our approaches to instructional technology are based on sound research or simply what we prefer. Clark describes a four-step research and development cycle for turning research into successful practice.

D. R. Garrison and Zehra Akyol explore the adoption of instructional technology interventions in higher education. Their discussion is framed by communities of inquiry and institutional leadership's roles in transforming the teaching and learning experience.

Jan L. Plass, Bruce Homer, and Elizabeth Hayward's article was motivated by the increase in use and capabilities of animations and simulations to present complex information. Their review the research literature on dynamic visual presentations resulted in the identification of principles for designing effective instruction that incorporates animations and simulations.

Ray Amirault and Yusra Visser examine the University's ability to change and adapt to new technology starting with the change from vellum and quills to the digital age. They ask that in a time of increasing use and dependence on technology, how will the University adapt and reinvent itself? Recommendations are provided to guide readers in the thoughtful implementation of instructional technology.

Michael Molenda looks at both the effectiveness and costs of instructional technology innovations in higher education. He asks if innovations adopted by faculty increase the cost of instruction or decrease the cost of the instruction. His examination of these issues includes perspectives from the faculty, instructional technologist, and administrator.