Special Issue: New Technological Advances Applied to Management Education

Although new technologies have always been part of management education, recent times have witnessed a rapid acceleration in both the emergence of new technologies and the experimentation and use of them in the management classroom. For example, faster processors, higher bandwidth speeds, quicker downloads, improved graphics and cheaper screens make computers a platform able to handle streaming video and audio in real time, and Web sites like iTunes U, YouTube, and Academic Earth have become shared global repositories of video-based teaching materials.

Virtual worlds like Second Life are challenging our notion of a teaching environment. Wiki, blog and web-conferencing applications, and social networking sites like Twitter, Linked In, and Facebook can be used to encourage group-based learning. New media players (e.g., MP3 players, Kindles, and various other e-book formats) are changing the platforms through which we deliver materials. Mobile technologies (PDAs, mobile phones, etc.) may provide alternative distribution models for distance learning. In the physical classroom, clickers allow instant feedback from students. And these are just the tip of the iceberg when it comes to recent technological advancements.

In this special issue of the *Journal of Management Education*, we want to explore how new technologies might be, and are being, applied in management education. We invite conceptual, empirical, and practice-based articles that explore how and why these new technologies can change the way we teach—and how students learn—as well as explain why they might be worth considering, or not. We welcome submissions that critically assess the impact of these technological advances in management education and submissions that evaluate the effectiveness of particular innovations.

Given the possible breadth, we want to limit submissions to those that consider the application of new technologies to management education settings and the development of undergraduate, graduate (including doctoral), and executive students. Possible research questions to be addressed include, but are not limited to, the following:

- What is the role of today's emerging technologies in management education? How should educators conceptualize this role? As a tool, course platform, teaching substitute, learning environment, assessment device, or something else?
- When should new technologies be introduced into the management classroom? When should they not?
- For a given new technology or tool (e.g., wikis, blogs, Twitter, Second Life, clickers, etc), describe an innovative use in the management education classroom. How has it changed how you teach, or how students learn? What do students think about the innovation? How do you know it has made an improvement? What advice would you give other educators considering this technology?
- What criteria should management educators use to assess whether a new technological advance improves teaching and learning?
- Are there learning curves in using and optimizing the use of a new technological advance? To what extent does the introduction of new technologies require the diversion of teaching time to instructing students how to use them? What is the cost/benefit analysis?
- How are technological advances changing our notions of time and space in regards to the management education classroom? What opportunities and challenges does this change represent?
- Do certain technologies appeal more to specific categories of students, or particular course objectives? Are they more effective with specific categories of students, or particular course objectives?
- Laptops, cell phones, and other emerging technologies have also created challenges and distractions in the management classroom. Describe innovative approaches to mitigate the negative impact of new technologies on learning. What specifically did you do, and how did you measure improvement? What advice would you give other educators considering a similar approach?
- Does the adoption of new technologies produce inequalities and disadvantages in the management classroom, e.g., in terms of quality and access to equipment? How can these challenges be overcome?
- How is the role of the management educator evolving as today's emerging technologies (especially social-network and student-to-student–based technologies) are integrated into the classroom?
- Where are these new technologies taking us as management educators? How will these new technologies alter the appearance and form of the 2020 management classroom? How will we teach differently, and how will students learn differently?

The deadline for submissions of papers is **January 29, 2011**. Information on manuscript formatting and submission can be found at http://www.sagepub .com/journalsProdManSub.nav?prodId=Journal200931.

Submissions should be original, not published in any other source, and no more than 25 pages long, including references, figures, and appendices. Please use American Psychological Association (APA) format. Submit electronic submissions, Word or RTF files only, to http://services.bepress.com/cgi/submit .cgi?context=jme. Under submission type, select Special Issue: Technology. Prospective authors as well as potential reviewers are encouraged to contact either of the two guest editors.

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