

RESEARCH IN INFORMATION SYSTEMS EDUCATION: SCOPE AND PRODUCTIVITY

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ABSTRACT

Information systems (IS) education research is an integral part of the IS academic community. Research on timely issues such as techniques for innovative teaching, methods for addressing the recent enrollment crisis, and revisions to the IS curriculum are vital to the IS discipline. This paper defines the scope of information systems education research and identifies the top research journals that publish research related to information systems education. Ultimately, this paper reports on research productivity in information systems education at both the institutional and individual faculty levels for the period 2005-2010. The results of this paper suggest that IS education research is global in nature with several leading institutions outside of North America including universities in Australia, Belgium, Greece, Hong Kong, Israel, Taiwan, and the United Kingdom. In addition, several universities prominent in overall IS research productivity were also prominent in IS education research.

KEYWORDS: *educational research, research productivity, teaching, institutional ranking.*

INTRODUCTION

The information systems community has a long history of interest in educational research. In 1960, the Society for Automation in Business Education (SABE), precursor to the modern International Association for Computer Information Systems (IACIS), was founded to promote the understanding of computers in training business students. From the beginning, SABE/IACIS has promoted educational research through a peer-reviewed publication (*Journal of Computer Information Systems*) and through an annual conference. Today, the IACIS Annual Conference provides professors and other information systems professionals a forum to present and discuss scholarship related to educational best practices and high quality curriculum. The first National Conference on Information Systems Education (ISECON) was held in 1982 and was sponsored by the DPMA Education Foundation. The Journal of Information Systems Education (JISE) began publication in 1991 and has steadily grown in stature and readership. The International Academy for Information Management (IAIM) was founded in 1986 and in 2002 voted to affiliate with the Association for Information Systems (AIS). IAIM is now officially known as the AIS SIGED: IAIM (the Educational Special Interest Group of AIS).

Research on the educational issues in the information systems (IS) discipline has gradually gained attention and respect. Today, the Journal of Computer Information Systems (JCIS), the Communications of the AIS (CAIS) and the JISE, among others, regularly publish research articles pertaining to information systems education. These publications and others have proven to be important sources of information on important issues such as

innovative pedagogical approaches, methods for addressing recent declines in IS enrollment, and IS curriculum structure and content. However, the line between IS education and the broader topic of computing and education has become blurred. If we expand our focus to the overall role of computing and education, a query of two extensive lists of computing journals [12,17] reveals a total of sixty-seven journals (see Appendix 1). Representative topics in these journals include eLearning/ distance learning, computer science/IS/IT education, and IT applied to higher education.

Today, there is an increased awareness that educational issues in the IS discipline are important to both industry and academia. Firth et al. [8] suggest that focusing on relevant and quality teaching is essential for addressing the overall credibility crisis that plagues the IS discipline. Educational research has kept the IS academic community abreast of these important environmental changes and has presented curricular, pedagogical and assessment methods by which IS faculty have kept their teaching relevant. Several major studies have projected major shifts in the information technology (IT) profession. In 2006, the Society for Information Management (SIM) initiated a study of IT workforce trends and they provided specific recommendations for curricular reform in IS programs [1]. In 2008, an ACM (Association for Computing Machinery) Joint Task Force for Computing Curricula in the 21st Century identified a widening gap between theory and practice, and that "21st century IS programs should focus on business analytics, supply chain optimization, technology performance management, business process modeling, full-view business intelligence, sourcing, and large amounts of technology management skills" [3]. The 2010 IS Model Curriculum [22] specifies seven newly defined high-level outcome expectations: improving organizational processes; exploiting opportunities created by technology innovations; understanding and addressing information requirements; designing and managing enterprise architecture; identifying and evaluating solution and sourcing alternatives; securing data and infrastructure, and understanding, managing and controlling IT risks. Prat [16] argues that the case method, which is widely used in management education, is an effective pedagogical approach in IS education, particularly when adopted to specific student learning styles.

Research Productivity in Business Education

Several important studies have been published that examine the research productivity of university faculty. Trieschmann, Dennis, Northcraft, and Niemi [23] examined the number of articles published in the leading business research journals from 1986 to 1998. They ranked business schools and the academic disciplines, including management information systems (MIS), within these schools by the percentage of weighted pages. Lowry, Karuga and Richardson [14] identify sixteen articles published between 1982 and 2005 that pertain to IS research productivity. They then

performed a citation analysis of the premiere IS journals in order to identify the leading institutions and faculty in the IS discipline. Huang and Hsu [9] evaluated the productivity of IS programs and IS faculty using absolute and adjusted counts of research articles in the top twelve IS journals. The authors then compared their results with previous studies and found that productive research institutions differed significantly. Athey and Plotnicki [4] used a similar approach in evaluating the productivity of IS faculty and programs between 1992 and 1996 using articles published in the top ten IS journals. Most recently, Clark et al. [6] performed an IS publication productivity study and found that co-authorship is increasing in the premier IS journals and that the proportion of researchers in these journals affiliated with North American universities is decreasing. None of the previous studies specifically looked at IS educational research productivity.

Three papers that assess educational research productivity in their business-related field are Abernethy and Padgett [2], Lo and Wong [13] and Chan and Thapa [5]. Abernethy and Padgett [2] investigated institutional and individual productivity in the *Journal of Marketing Education* and *Marketing Education Review*. The authors concluded that "schools with doctoral education orientation or who place the highest emphasis solely on academic research are unlikely to be among the elite institutions in marketing education research". Using an article and page count method, Lo and Wong [13] evaluate all papers published between 1969 and 2004 in the *Journal of Economic Education* in order to measure teaching related research productivity in the economics discipline. Chan and Thapa [5] identify the top institutions in financial education research counting the number of articles published in the top three financial education journals between 1991 and 2003. The authors argue that the educational research productivity of a department can be used as a proxy for quality teaching.

While several studies have ranked the research productivity of institutions and individuals in the IS discipline, no research exists that ranks either institutional or individual faculty productivity in IS education research.

Purpose

The purpose of this research is threefold. The first objective is to clearly define the scope of "information systems education research" within the context of the modern IS discipline. The second objective is to identify the top journals that publish research related to IS education. The final objective is to report on the research productivity in IS education at both the institutional and individual faculty levels for the period 2005-2010.

METHODOLOGY

What is the Scope of Information Systems Educational Research?

The scope of what does and does not constitute information systems education research has not been explicitly defined in the prior literature. Similar studies in the field of economics education [13], marketing education [2] and financial education [5] are of little help since they simply count all articles published in designated educational journals and do not try to specify the scope of educational research in their field.

Information systems education is a subset of the much larger "computing and education" discipline. Computing and education

would include disciplines other than IS such as computer science, library science, education, technology education, and information technology. In addition, computing and education would include topics typically not of immediate interest to IS faculty such as virtual science labs, instruction in digital graphics, and computer-aided design for engineers. Appendix 1 shows the broad range of journals related to computing and education.

The editorial guidelines for the *Journal of Computer Information Systems*, the *Journal of Information Systems Education* (JISE) and others provide guidance for defining the scope of IS education research. Specifically, our definition of IS education research should answer the following questions: 1) who is the intended audience for the research?, 2) what aspects of teaching are considered appropriate?, and 3) what research methods are considered appropriate?

We define information systems education research as the systematic investigation of topics of special interest to IS educators that pertain to curriculum, methods of assessment, program accreditation, classroom practices, pedagogy, professional development, educational facilities, and industry relations related to the IS educational mission. Appropriate research methods would include empirical research, case studies, and conceptual articles.

What are the top IS research journals that publish IS Education Research?

Our next step was to identify and document the leading journals that publish IS education research. Consistent with previous studies that have examined research productivity of university programs and faculty, a foundational set of criteria was developed to select the appropriate journals. Lowry et al. [14] considered journal ranking, date started, and citation history when selecting target journals for their research. The number of journals selected in previous studies of a similar nature range from a low of one [13] to twenty [23]. As noted by Athey and Plotnicki [4] the list of journals should be set at a 'manageable level' and where possible, should be consistent with previous studies. Five criteria were used to determine the specific IS journals from the sixty-seven dedicated to education and computing listed in Appendix 1. The criteria used in the selection process for this research: (1) the journal has a published declaration indicating an interest in IS education research, (2) the journal has published at least five years to indicate an established publication history, (3) the journal is affiliated with a professional IS organization, (4) the journal is highly ranked, and (5) at least 10% of the published articles pertain to IS education research. Ultimately only three peer-reviewed journals (*Communications of the AIS*, *Journal of Computer Information Systems*, and *Journal of Information Systems Education*) met the five specified criteria. Each journal is listed in Table 1 with the professional affiliation, the date the publication started, average ranking points, and a declaration of journal interest in IS education research. The average ranking points are recorded from Saunders [19] where the editor lists nine individual articles that rank IS journals and then average the rank.

It should be noted that prominent journals in the information systems discipline such as *MIS Quarterly* (MISQ), *Information Systems Research* (ISR) and the *Journal of Management Information Systems* (JMIS) do infrequently publish papers on IS education research. For example, in 1995 MISQ devoted an entire issue to information systems curricula and pedagogy that

TABLE 1. Top IS Journals that Publish Educational Research

Journal Title	Professional Affiliation	Average Ranking Points (*)	Date Started	Journal Interest in IS Educational Research
<i>Communications of the AIS(CAIS)</i>	Association for Information Systems (AIS)	14.00	1999	CAIS specifically requests submissions on “teaching cases” and “education and pedagogical scholarship” [18]; >10% articles on IS education
<i>Journal of Computer Information Systems (JCIS)</i>	International Association for Computer Information Systems (IACIS)	24.86	1964	JCIS call for paper includes “capstone courses”, “curriculum issues”, “instructional issues” and “specialized curriculum accreditation” as topics of interest [11]; >10% of articles on IS education
<i>Journal of Information Systems Education (JISE)</i>	AITP EDSIG	33.33	1989	Most highly ranked journal that focuses exclusively on IS education; 100% of articles on IS education.

***Note:** Average ranking points is calculated as (Total of ranks in each article) / (Number of articles in which a journal is ranked). See: Saunders [19].

contained papers ranging from IS in the MBA curriculum [20] to the IS model curriculum [7]. However, between 2005 and 2010 IS education research was extremely rare in these journals, and a recent review of the editorial statements for these journals indicates no declared interest in research pertaining to IS education. Two other prominent publications, *Communications of the ACM (CACM)* and *Computer (IEEE)*, are flagship publications for their respective computing societies. Both *CACM* and *Computer* have non-peer reviewed columns on educational topics and occasionally publish an education focused research article. However, nearly all of these educational articles are outside the scope of IS education research as they are either non-IS (i.e. computer science or information technology) or are focused on educational technology non-specific to the IS curriculum/classroom.

Who are the top IS Research Institutions and Authors Publishing in IS Education?

Each article published in the three designated journals between 2005 and 2010 was independently examined by at least three individuals (separately by two authors and at least one graduate student) to determine if it fell within the scope of IS education research. The articles title, abstract and keywords were studied to make the final classification of the article. Ultimately, we determined that the total number of IS education papers published in the three journals between 2005 and 2010 was 403 out of 1,081 papers, with 347 unique institutions and 779 unique authors. Table 2 shows the source, number of issues and articles, and the percentage of articles focused on IS education. Like previous studies [9,13,14,23] we count the number of publications associated with each school. This study differs from Huang and Hsu [9] because we did not remove papers that were from non-IS researchers, and it differs from Trieschmann et al. [23] because we did not count the number of pages. Similar to Huang and Hsu, where journals did not include the affiliation, we located the authors’ vitae on the web and used the institution

affiliation at the time of publication. If no other opportunity was available with an institution, the authors’ current institution was credited. Table 2 shows a summary of the IS education papers published between 2005 and 2010 in CAIS, JISE and JCIS. As expected, 100% of the papers published in JISE were educational while CAIS and JCIS published between 10% and 20% educational papers.

RESULTS

The productivity of each author and institution was calculated using two metrics. First, we counted the number of authors and affiliations regardless of how many authors or affiliations were included. This was calculated based on the number of times in the database only. For example, if an article had three authors and two affiliations, each of the three authors and one affiliation would have a count of one and the affiliation list twice on that article would have a count of two. Second, a weighted count was calculated for each author and affiliation [4,9,10]. The count for each author and institution was adjusted by the number of authors in each paper. In the above example, each author would have a count of .33 and one affiliation would have a count of .67 and the other, with 2 authors would have a count of .67.

TABLE 2. Journal and Article Counts (2005-2010)

	No. of Issues	No. of Articles	No. of IS Education Articles	Percent of Articles focused on IS Education
CAIS		482	92	19.1%
JCIS	38	326	38	11.7%
JISE	36	273	273	100.0%
Total	74	1081	403	37.1%

TABLE 3. Institutional IS Educational Research Productivity (2005-2010)

Overall Rank	University	Weighted Count	Unweighted Count	Rank in Huang & Hsu, 2005	Rank in Venkatesh, 2011
1	James Madison University	21.5	23	-	-
2	Kennesaw State University	9.0	10	-	-
3	City University of Hong Kong	8.4	15	5	6
4	Illinois State University	8.3	9	-	-
5	University of Michigan – Dearborn	8.0	8	-	-
6	Miami University	7.7	14	-	-
7	Northern Illinois University	7.0	7	-	-
8	Georgia Southern University	6.8	11	-	-
9T	University of Nevada	6.5	7	-	-
9T	Cleveland State University	6.5	7	-	-
11T	University of Idaho	5.7	7	-	-
11T	Utah State University	5.7	8	-	-
13	University of Montana	5.5	6	-	-
14T	University of Georgia	5.4	10	26	22
14T	Emporia State University	5.4	8	-	-
14T	Bentley University	5.4	10	-	15
17	Western Washington University	5.3	6	-	-
18T	Aristotle University	5.0	5	-	-
18T	University of the Sunshine Coast	5.0	5	-	-
18T	University of St. Thomas	5.0	5	-	-
18T	West Virginia University	5.0	5	-	-
18T	Central Connecticut State University	5.0	7	-	-
23	New Jersey Institute of Technology	4.9	9	-	-
24	Brigham Young University	4.8	7	-	80
25T	Claremont Graduate University	4.7	7	-	-
25T	Idaho State University	4.7	7	-	-
27	University of Texas at Arlington	4.6	7	-	-
28	Wright State University	4.5	6	-	-
29T	Baylor University	4.2	5	-	50
29T	Penn State University	4.2	7	-	58
31T	Middle Tennessee State University	4.0	4	-	-
31T	DePaul University	4.0	4	-	-
31T	National Chung Cheng University	4.0	4	-	-
31T	Academic College of Emek Yezreel	4.0	4	-	-
31T	Kansas State University	4.0	4	-	-
31T	Arkansas State University	4.0	4	-	-
31T	University of Central Arkansas	4.0	5	-	-
31T	Ohio University	4.0	4	-	-
31T	Boise State University	4.0	4	-	-
31T	California State University Chico	4.0	4	-	-
41T	University of Memphis	3.8	6	-	-
41T	University of Teesside	3.8	5	-	-
43	Syracuse University	3.7	6	25	59
44T	University of Delaware	3.5	5	-	-
44T	Vlerick Leuven Gent Management School	3.5	4	-	-
44T	Georgia State University	3.5	4	1	1
47	Northeastern University	3.4	5	-	-
48T	University of Houston – Clear Lake	3.3	8	-	-
48T	Michigan Technological University	3.3	4	-	-
48T	Western Michigan University	3.3	5	-	-

Publications by Institution

Table 3 displays the number of published articles and lists the top 50 institutions who have published IS educational articles between 2005 and 2010. In addition, institutional IS research productivity rankings by Huang and Hsu [9] and Venkatesh [24] were included for comparison purposes. Huang and Hsu included publications in *Communications of the ACM*, *Decision Sciences*, *Information Systems Research*, *Journal of Management Information Systems*, *MIS Quarterly*, *Management Science*, *Harvard Business Review*, *IEEE Transactions on Software Engineering*, *Information & Management*, *Sloan Management Review*, *Journal of AIS* and *Decision Support Systems* from 1999 to 2003. We used the database developed by Venkatesh to determine research productivity publications in the eight journals determined to be the "AIS Senior Scholars' Basket of Journals" (*Information Systems Research*, *MIS Quarterly*, *Journal of Management Information Systems*, *Journal of the Association of Information Systems*, *European Journal of Information Systems*, *Information Systems Journal*, *Journal of Strategic*

Information Systems and *Journal of Information Technology*) between 2005 and 2010.

The leading institution for both weighted and unweighted total authorship count was James Madison University. The top ten (in order) by weighted count includes: Kennesaw State University, City University of Hong Kong, Illinois State University, University of Michigan – Dearborn, Miami University, Northern Illinois University, Georgia Southern University, University of Nevada and Cleveland State University. The institutional list is largely filled by North American universities. Significant exceptions include City University of Hong Kong, Aristotle University, University of the Sunshine Coast, National Chung Cheng University, Academic College of Emek Yezreel, University of Teesside, and Vlerick Leuven Gent Management School. It is significant to note that nine out of the top fifty schools have significant research productivity in the premier IS publications. Specifically City University of Hong Kong, University of Georgia, Bentley, Brigham Young University, Baylor, Penn State, Syracuse and Georgia State University are considered leading IS research programs and are among the leaders in IS education research.

TABLE 4. Authors IS Education Research Productivity (2005-2010)

Author Rank	Name	Institution	Weighted Count	Unweighted Count
1	Mark Simkin	University of Nevada	3.33	4
2T	Michel Mitri	James Madison University	3.00	4
2T	Mohammad Dadashzadeh	Oakland University	3.00	3
2T	George Bodnar	Duquesne University	3.00	3
2T	Thomas Cavaiani	Boise State University	3.00	3
6	Chang Liu	Northern Illinois University	2.50	4
7T	David Steiger	University of Maine	2.00	2
7T	Alan Peslak	Penn State University	2.00	2
7T	James Pomykalski	Susquehanna University	2.00	2
10	S. E. Kruck	James Madison University	1.91	5
11	Richard Watson	University of Georgia	1.90	4
12	Tero Vartiainen	Turku University	1.75	3
13T	Steven Dunphy	Indiana University Northwest	1.50	3
13T	Patricia Wallace	College of New Jersey	1.50	2
13T	Todd Boyle	St. Francis Xavier University	1.50	2
13T	Richard Kesner	Northeastern University	1.50	2
13T	Christian Wagner	City University of Hong Kong	1.50	2
18T	Craig Tyran	Western Washington University	1.33	2
18T	Asli Akbulut-Bailey	Grand Valley State University	1.33	2
18T	J. Sandvig	Western Washington University	1.33	2
18T	Michael Chilton	Kansas State University	1.33	2
18T	Paula Ruby	Arkansas State University	1.33	2
23T	Albert Harris	Appalachian State University	1.25	4
23T	Tena Crews	University of South Carolina	1.25	2
25T	Akhilesh Bajaj	University of Tulsa	1.20	2
25T	John Gorgone	Bentley University	1.20	2
27	Blake Ives	University of Houston	1.17	3
28T	Amy Woszczyński	Kennesaw State University	1.16	3
28T	Clayton Looney	University of Montana	1.16	3
28T	Karina Hauser	Utah State University	1.16	3
28T	Faye Teer	James Madison University	1.16	3
32T	Kwok-Bun Yue	University of Houston-Clear Lake	1.13	2
33T	Jing Quan	Salisbury University	1.03	3

Publications by Authors

Table 4 lists the authors with the weighted number of published articles for all authors that published two or more articles. For example, if four authors were listed on the article, each author would have a count of .25 for that article. Also included is the unweighted count or a count of 1 for each article. Table 4 shows those that have a weighted count more than 1. Of those authors included, only five came from the same university; those are three from James Madison University, two from Western Washington University. Interestingly, one author listed below as a top IS education researcher was also listed as a top thirty overall IS researcher by Huang and Hsu [9] from 1999 to 2003. That author was Richard Watson.

Mark Simkin (University of Nevada) was the most productive IS educational researcher between 2005 and 2010. He was followed by Michel Mitri (James Madison University), Mohammad Dadashzadeh (Oakland University), George Bodnar (Duquesne University), Thomas Cavaiani (Boise State University), Chang Liu (Northern Illinois University), David Steiger (University of Maine), Alan Peslak (Penn State University), and James Pomykalski (Susquehanna University).

Research Contributions and Number of Coauthors

Table 5 displays the weighted number of contributions for all authors in the database and compares it with Huang and Hsu [9] and Athey and Plotnick [4]. In all studies, joint publications in aggregate of all education publications is less than one manuscript. These results suggest that IS education papers have a lower degree of co-authorship than papers in the premier IS journals.

Discussion of Results

There are several significant results from this study. First, three journals (*Communications of the AIS*, *Journal of Computer Information Systems*, and *Journal of Information Systems Education*) are the leading outlets for IS education research. These journals published a total of 1,081 articles on IS education research from 2005 to 2010. Second, IS education research is global in nature. Authors from institutions outside of North America are significant contributors to the field. A review of the top 50 institutions for IS education research productivity from 2005-2010 (Table 3), indicates that seven leading institutions were

outside North America including Australia, Belgium, Greece, Hong Kong, Israel, Taiwan, and the United Kingdom. Finally, it is notable that universities prominent in overall IS research productivity are also prominent in IS education research. These universities include the City University of Hong Kong, Georgia State University, University of Georgia, Syracuse University, Bentley University, Penn State University and Baylor University (See Table 3).

CONCLUSIONS

IS education research is an integral part of the IS academic community. Research on timely issues such as proven methods for innovative teaching [15,16], suggestions for addressing the recent enrollment crisis [8] and successful modifications of the IS curriculum [21] are vital to the health of the IS discipline.

This is the first research study that formally defines the scope of IS education research. IS education research encompasses scholarship pertaining to the curriculum, methods of assessment, innovative classroom practices, pedagogy, professional development, and educational facilities related to the information systems discipline where the audience is the information systems educator. A limitation of this study was the inability to capture IS education research published in journals not within our specified criteria. Our research design led us to focus on what we believe are the top three outlets for IS education research. As such, we invariably missed identifying institutions and authors for some noteworthy IS education papers not in one of these three journals.

This paper establishes that IS education research is alive and well. The large number of IS education articles authored by individuals at leading doctoral programs helps establish the importance of this type of research and shows that IS education research can be a part of the research portfolio of the leading researchers in the field.

We hope that this study will help spur further research that examines the impact and scope of IS education research. The future of the information systems discipline is significantly shaped by its educational component. To a notable degree, IS professors impact their stakeholders through their educational activities. Peer reviewed publications that examine the role of IS education are an essential component of a vital IS community. Future research may include a classification of the type of research done by different institutions or researchers.

TABLE 5. Authors IS Education Research Productivity (2005-2010)

Contribution (Article Numbers)	Count No. of Authors						Adjusted Count No. of Authors					
	This Study		Huang & Hsu 2005		Athey & Plotnick 2000		This Study		Huang & Hsu 2005		Athey & Plotnick 2000	
> = 10	0	0.00%	15	0.61%	77	6.45%	0	0.00%	0	0.00%	1	0.08%
8 - 9.99	0	0.00%	15	0.61%	37	3.10%	0	0.00%	0	0.00%	4	0.33%
5 - 7.99	2	0.26%	57	2.33%			0	0.00%	9	0.37%		
3 - 4.99	34	4.36%	205	8.39%	106	8.88%	5	0.64%	27	1.11%	20	1.64%
2 - 2.99	71	9.11%	304	12.45%	95	7.96%	4	0.51%	95	3.89%	53	4.33%
1 - 1.99	672	86.26%	1,846	75.59%	878	73.53%	100	12.84%	411	16.83%	242	19.79%
< 1	0	0.00%	0	0%	1	0.08%	670	86.01%	1900	77.81%	903	73.83%

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APPENDIX 1.

Comprehensive list of journals that focus on computing and education.

Source: Lamp (2012) and Romano (2012).

AACE Journal (AACEJ)

Academy of Management Learning and Education (AMLE)

ALT-J Research in Learning Technology (ALT-J)

American Journal of Distance Education (AJDE)

Australasian Journal of Educational Technology (AJET)

Australian Educational Computing (AEC)

British Journal of Educational Technology (BJET)

Campus-Wide Information Systems (CWIS)

Canadian Journal of Learning and Technology (CJLT)

Computers and Education (CE)

Decision Sciences Journal of Innovative Education (DSJIE)

Digital Culture & Education (DCE)

Digital Education Review (DER)

Education and Information Technologies (EIT)

Educational Technology and Society (ETS)

EDUCAUSE Quarterly (EDUCAUSE Q)

EDUCAUSE Review (EDUCAUSE R)

E-Learning and Digital Media (ELDM)

e-learning and education (elead)

European Journal of Open and Distance Learning (EJODL)

IEEE Transactions on Education (IEEE TEDU)
informatica didactica (ID)
Informatics in Education (IE)
Information Systems Education Journal (ISEJ)
Information Technologies and Learning Tools (ITLT)
Information Technology, Learning, and Performance Journal (ITLPPJ)
Innovations in Teaching and Learning in Information and Computer Sciences (ITaLICS)
InterActions: UCLA Journal of Education and Information Studies (InterActions)
International Journal of Cases on Electronic Commerce (IJCEC)
International Journal of Distance Education Technologies (IJDET)
International Journal of Education and Development using Information and Communication Technology (IJEDICT)
International Journal of Information and Communication Technology Education (IJICTE)
International Journal of Information and Operations Management Education (IJIOME)
International Journal of Information Technology Education (IJITE)
International Journal of Mobile and Blended Learning (IJMBL)
International Journal of Online Pedagogy and Course Design (IJOPCD)
International Journal of Teaching and Case Studies (IJTCS)
International Journal of Web-Based Learning and Teaching Technologies (IJWLTT)
International Journal on E-Learning (IJEL)
Issues in Informing Science and Information Technology (IISIT)

Journal of Asynchronous Learning Networks (JALN)
Journal of Cases on Information Technology (JCIT)
Journal of Computing in Higher Education
Journal of Education, Informatics and Cybernetics (JEIC)
Journal on Educational Resources in Computing (JERIC)
Journal of Educational Technology Development and Exchange (JETDE)
Journal of e-Learning and Knowledge Society (JeLKS)
Journal of Informatics Education and Research (JIER)
Journal of Information Literacy (JIL)
Journal of Information Systems Education (JISE)
Journal of Information Technology Education (JITE)
Journal of Research on Computing Education (JRCE)
Journal of Research on Technology in Education (JRTE)
Journal of Technology, Learning and Assessment (JTLA)
Journal of Universal Science and Technology of Learning (JUSTL)
Journal on Educational Resources in Computing (JERIC)
Lecture Notes in Computer Science (LNCS)
Nordic Journal of Digital Literacy (NJDL)
Nordic Journal of Information Literacy in Higher Education (NORIL)
Research in Learning Technology (RLT)
Revista Brasileira de Informática na Educação (RBIE)
Sciences et Techniques de l'Information et de la Communication pour l'Éducation et la Formation (STICEF)
STEM Education: Innovations and Research (STEM)
Technology, Pedagogy and Education (TPE)
The American Journal of Distance Education (AJDE)
Turkish Online Journal of Distance Education (TOJDE)
Turkish Online Journal of Educational Technology (TOJET)