
Introduction

Heike Wiesner*

Faculty of Business and Economics,
Berlin School of Economics and Law,
Badensche Strasse 50-51,
Berlin D-10825, Germany
E-mail: wiesner@hwr-berlin.de

*Corresponding author

Sabine Zauchner

University for Continuing Education Krems,
Dr.-Karl-Dorrek Straße 30,
Krems A-3500, Austria
E-mail: sabine.zauchner@donau-uni.ac.at

Pak Tee Ng

Policy and Leadership Studies Academic Group,
National Institute of Education,
Nanyang Technological University,
1, Nanyang Walk,
Singapore 637616, Singapore
E-mail: paktee.ng@nie.edu.sg

Biographical notes: Heike Wiesner is a Professor of Business Informatics at the Berlin School of Economics and Law in Germany. Her main areas of teaching and research include business informatics, knowledge management, new media in education and diversity/gender. She is a Member of the Chief Editorial Board of *IJIE* and was responsible for the Special Issue of *IJIE* 'Innovation in Education: Diversity in Teaching and Learning'.

Sabine Zauchner is the Head of the Educational Technology Research Centre and Chair of the Committee for Equality Issues in the Department for Interactive Media and Educational Technology at the University for Continuing Education Krems, Austria. Her primary research interests are in e-teaching and e-learning, participatory design approaches, gender aspects in e-learning, women and ICT and the evaluation of e-learning scenarios.

Pak Tee Ng is Associate Dean, Leadership Learning, and an Associate Professor at the Policy and Leadership Studies Academic Group at the National Institute of Education (NIE), Nanyang Technological University, Singapore. He teaches in the programmes for school leaders (Principal-ship and Head-of-Department-ship) and postgraduate programmes for research candidates (Master, EdD and PhD). He read Mathematics at Cambridge University (BA(Hons), MA). He subsequently read Management at Leicester University (MBA) and Bradford University (PhD). He was also trained as a teacher at the National Institute of Education (PGDE). His main areas of teaching, research,

training and consultancy at NIE are learning organisation, change management, knowledge management, innovation, complexity, leadership, coaching and education policies. He is the author of several books and numerous journal articles, book chapters and conference papers. He is also the Editor, Associate Editor or Editorial Board Member of several international refereed journals. He was recently a Visiting Fellow at Clare Hall, Cambridge University and concurrently a Visiting Scholar at the Education Faculty, Cambridge University.

Welcome to the second issue of the *Int. J. Innovation in Education (IJIIE)*. Our journal subscribes to a broad understanding of innovation in education. The theme chosen for the second issue of *IJIIE* is 'Interactive Media in Education'. This issue especially explores the practical and technological, effects of interactive media for teaching and learning. In particular, it is keen to examine various new approaches as well as didactical and technical challenges experienced by researchers, teachers and students working with heterogeneous yet collaborative interactive media. This special edition of *IJIIE* publishes original papers in theoretical development and empirical research, case studies, discussion papers, conference reports, book reviews, commentaries and news dealing with challenges and frontiers of interactive media in education.

This issue 'Interactive Media in Education' involves complex and multi-faceted challenges, such as education policies, curriculum reforms, legal issues and learning methods. Moreover, the challenges faced may differ from educational institution to educational institution in each country, and from country to country. Therefore, concepts will have to take into account the specific school and university practices, technological nature and cultural settings of the interactive media in education in question, the context it is located, the teachers' and the students' profiles, the historical background of the country or region, local habits, needs and practices, ethics and also religious beliefs.

We have divided the paper of this issue into two thematic sections – 'New school and university practices' and 'Technologies'. The first thematic section starts with a paper written by Anne M.J. Smith, Keith Halero and Douglas Chalmers, 'Using web 2.0 technology in entrepreneurship education: Wikis as a tool for collaborative and collective learning', deals with the challenges of higher education. The paper presents the results and experiences of an entrepreneurship education study involving the Wiki technology. From the empirical evidence gained from three datasets that range from final year undergraduate modules to MBAs elective on entrepreneurship, the authors demonstrate how and why the use of Wikis in entrepreneurship education and collaborative learning is indeed valid.

The next paper, 'Writing a book with students, using Google docs as shared learning environment: an experience', is written by Axel Benz and demonstrates how Google docs can be used for writing a book together with students. The paper shows why writing and codesigning a book together at the Berlin School of Economics and Law within several semesters can be an excellent way of higher-semester, problem-based learning if technical limitations for concurrent editing can be resolved.

In their paper, 'Creating value through IT – emerging patterns in brick-and-mortar b-schools', Kamna Malik and Rajiv R. Thakur explore the key driving forces that characterise the changing learning scenarios for b-schools in India. The authors not only display the current state of top Indian b-schools but also analyse the value creation

process of b-schools in India and identify where ICT can be usefully incorporated into learning.

The last paper for the section ‘New school and university practices’, ‘Designing and facilitating learning communities in immersive virtual environments’ is written by Aimee deNoyelles and Kay Kyeongju Seo from the Instructional Design and Technology in the School of Education in Cincinnati. The paper focuses on immersive virtual environments (IVEs) for the support and enhancement of student online learning communities. Using research data, interviews and a review of empirical literature, the authors propose five strategies to help teachers to create and sustain a learning community in IVEs. Their results provide a basic guide to support learners in complex learning environments. Moreover, they demonstrate that consistent technical support remains the final key in successful IVE integration.

The second section of *IJIEE*’s volume two – ‘Technologies’ – contains three more papers that shed light on new interactive software and hardware improvements for education. It starts with a paper written by Konstantinos Banitsas, Georgios Eliopoulos and Linda Murray. The paper, ‘Using digital pens to expedite the marking procedure’, demonstrates how digital pens can be used effectively in marking procedures of multiple-choice questions at any educational level. In addition, the pedagogic value of the technology is presented.

In their collaborative paper ‘Towards automated lecture capture, navigation and delivery system for web lecture on demand’, Rajkumar Kannan from India and Frederic Andres from Japan present an automated approach for recording live lectures and for browsing available web lectures for on demand applications by end users. Today, web lectures do function as important sources for e-learning, either complementing live lectures or even replacing them. Thus the authors introduce a knowledge base to identify and archive topics and relationships. Additionally, they analyse key challenges for web lecture systems, such as multilanguage support and the corresponding collaboration issues for their users.

Finally, Judit Jassó, Simonetta Pallottelli (both Italy) and Gladys Benigni (Venezuela) describe the designing and implementing of an interactive educational software for the ‘Mathematics Divide’ project. This project was conducted in collaboration with computer sciences and mathematics researchers as well as school teachers and pupils in Central Italy. The software aims at supporting primary school children in learning and practising about the operation of division. As the conclusion of the project, the software has been delivered to the teachers and pupils of the school involved in the research process, leading to great enthusiasm of children who found the software particularly easy to use and creative.

Again, the various authors stem from different disciplines, display diverse cultural backgrounds and use different research frameworks. Far from being arbitrary, they strongly represent the diversity of today’s school/university practices and technologies in teaching and learning with interactive media.

We hope that the second issue of *IJIEE* will benefit researchers and practitioners in their work. We welcome your contribution to the next volume of *IJIEE*.