
Editorial

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Biographical notes: June Wei is an Associate Professor of the Department of Management and Management Information Systems at the University of West Florida. She earned a PhD from Purdue University. She is an Editor-in-Chief of three peer-reviewed journals. She is also a guest editor and an Editorial Board Member of many other journals. She has published over 100 papers in peer reviewed journals and conference proceedings. She has over six years of industry working experience, and also has extensive working experience as a software engineer with enterprise information systems development.

A. Ant Ozok is an Associate Professor at the Department of Information Systems, UMBC. His research includes Web design and usability, usability and user preferences on the Internet and in electronic commerce, usability design for the elderly population, and user performance and satisfaction evaluation techniques. He has published numerous articles in refereed international journals and presented his work in international conferences. He has several ongoing projects funded by a number of government agencies including the National Science Foundation (NSF). He currently serves on the Editorial Board of the *International Journal of Human Computer Interaction* and as Associate Editor of *International Journal of Electronic Finance*.

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Management from Georgia State University. His current research interests include: operations strategy, e-business and quality management. He has published in the *International Journal of Production Economics*, *European Journal of Operations Research*, *Decision Sciences*, *Journal of Computers & Industrial Engineering*, *Mathematical and Computer Modelling*, *Integrated Manufacturing Systems*, *Environment International*, *International Journal of Business*, *Industrial Management & Data Systems*, *Facilities*, *Electronic Government* and *International Journal of Management and Enterprise Development*, as well as numerous professional conference proceedings.

1 Introduction

Innovative distance learning covers a variety of domains dictated by the convergence of emerging innovative technologies such as wireless communication infrastructure and mobile devices, and innovative applications such as online learning tools and mobile connectivity. The Internet and emerging information communication technology infrastructure improved the quality and reduced costs of the online learning experience in institutions. The wide-scale adoption of innovative e-learning continues to enhancing the flexibility and effectiveness of higher education. To provide successful and effective e-learning in higher education, management of effective innovative distance learning is critical. Therefore, the *International Journal of Management in Education* (IJMIE) is organising a special issue on ‘*Managing Innovative Distance Learning for Higher Education*’, which will be a timely issue for institutions and practitioners who are interested in the development and delivery of innovative distance learning in higher education.

This special issue provides a global forum for presenting authoritative references, academically rigorous research and case studies in both theoretical and applied research. The purpose of the special issue is to discuss the effective management in state-of-the-art innovative distance learning. Specifically, this issue intends to disseminate research and studies in the emerging innovative e-learning environments including emerging innovative learning technologies, practical experiences on the design of innovative e-learning environments, applications of the innovative technologies to e-learning system development in institutions, economic and social contexts of innovative e-learning development, and the effective interaction between users and innovative e-learning environments.

Based on a rigorous double blind review process, eight manuscripts were selected with high quality in this special issue. The acceptance rate for this issue was less than 20%.

2 Inside this issue

This special issue includes papers written by academic scholars and industrial experts across the globe. Scholars and experts from different countries contributed to this special issue.

The first paper, 'Does MBA education make better managers? – an empirical study from CEO replacement of Chinese listed' empirically examined the relationship between the quality of Chief Executive Officer's (CEO's) MBA education and firm performance. The research results demonstrated the importance of the quality of MBA programs in China. It showed that the well-known international programs generally have much better educational resources than those new and independently developed/commercialised programs. This paper provided a useful and practical benchmark for future MBA education improvement in China.

The second paper, 'The impact of student retention strategies: an empirical study' investigated the impact of student retention strategies in terms of retention rates in an online information systems course. A treatment group exposed to retention strategies was compared to a control group. The results showed that retention strategies may not impact retention rates, which is important as faculty are routinely encouraged to implement similar strategies in online course design and delivery.

The third paper, 'Determinants in online MBA program selection: an exploratory study' examined factors important for students selecting an online MBA in terms of flexibility, employment benefits, and program quality. Results showed that flexibility was significant for current online MBA students. Employment would be a significant benefit to them. For the program quality, alumni reported a significantly higher quality rating than current students. The findings are important for program directors who should emphasise flexibility, employment benefits, and program quality to potential applicants.

The fourth paper, 'Models for using internet technology to support flexible e-learning' presented a theory-based design framework for e-learning. This framework emphasises the transformative interaction between technology readiness and innovativeness. This study investigated and characterised the implications of innovativeness and motivation in the recent higher education use of Internet technology to facilitate e-learning.

The fifth paper, 'Knowledge management methodology for planning distance education' contributed towards a distance capacitation policy, which aims at constructing intellectual capital in light of public-private partnerships. Based on the knowledge management theory, a decision support system was developed to build up and manage these projects on transportation infrastructure. The decision support system developed in the paper considers a sequence of proceedings directed to the prioritisation ranking of knowledge objects. The outcome of this paper may assist managers to choose priorities on information and theoretical knowledge.

The sixth paper, 'The facilitation of stakeholder consensus for the success of corporate e-learning systems' examined corporate e-learning systems in terms of the role of stakeholders and end user satisfaction. The paper identified possible critical success factors in e-learning systems such as content, technical features, management, and organisational support. The finding showed that stakeholder consensus on the importance of these factors has a positive influence on perceived implementation quality in e-learning systems. It also showed a positive relation to user satisfaction.

The seventh paper, 'An e-learning environment for enhancing math communication' described an innovative e-learning platform for enhancing the content communication among students. It also provided a platform to facilitate e-learning strategies to deliver education both to remote and in-class students.

The last paper, 'Principles and pressures in managing student attitudes to innovative mobile learning: a view from an Australian distance education intensive university'

discussed students' attitudes to mobile learning using a survey method. The principles of innovative education and pressures on the university and staff in distance delivery were applied for the analysis. The results showed that innovative mobile learning requires careful management of students' attitudes. It provided suggestions on how to align this management with effective teaching strategies and engage educational technologies.

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