

Foreword

There is no doubt that technology is changing the teaching and learning of leadership, as well as the practice of leadership. Higher education has historically been very slow to change and adapt to new technology, as compared to competitive businesses. In higher education, technology is often integrated at a snail's pace, and some educators are not motivated to keep up with the latest technological innovations. Hopefully, this is all changing, as educators realize the critical role that technology plays in both the delivery of leadership education and as a tool in the future lives of leadership students.

This book is primarily about doctoral education in technology-mediated programs in leadership (although I will argue that the lessons apply well to classroom-based education). A skeptic might say that learning leadership in a virtual, technology-driven setting is inconsistent with the goals of learning to lead and with what we know about leader effectiveness. However, as you will see when reading about e-leadership and global leadership education and practice, today's leaders need to be technologically savvy and capable in order to lead effectively.

As a professor who has spent 90 percent of my teaching time in traditional classroom settings, I realize the strengths and limitations of face-to-face instruction. The 10 percent of the time that I have spent teaching virtually was enough to convince me of two things: (1) distance education done right is much more challenging for the faculty member than in-class teaching; (2) teaching online effectively requires the instructor to be even more well-versed in theories and concepts of education and learning. In short, there are important lessons to be learned for education of all forms by understanding more about teaching through technology.

Regarding the challenges of teaching effectively online, my colleagues who teach online courses tell me (as well as my own experience with online courses), that it takes more work to do a good job. For instance, in a classroom you can often sense from students' comments, and their nonverbal cues, when they are getting it and when they are not. In online teaching, you need to constantly anticipate, to view the learning from the students' perspectives, and figure out ways to 'check in' with students regularly. It takes more work to figure out strategies to engage and stimulate them

when you are not face to face. When online education is asynchronous, and students are distributed across time zones, professors are more 'on-call'. It is hard to compartmentalize your teaching into specific days and hours.

As far as being aware of theories of learning, online instructors, like classroom instructors, need to consider the best ways to deliver content for retention, to motivate students and to assess learning. Programs with an online component offer an opportunity and an incentive to explore cutting-edge technologies to better engage students and enhance their learning. For instance, gaming platforms and simulations offer opportunities to both learn about leadership and to develop leadership skills. Smartphone apps are being developed to enhance learning and leadership development on a daily, ongoing basis. These forms of technology also allow the opportunity for ongoing assessment of student learning, as well as pacing learning to the individual needs of students.

As I read through this book, I began to think about the role that technology plays in my own work – not so much my teaching, because I am typically in a classroom setting. Instead, I focused on how I conduct research and writing today when working with collaborators. Nearly always, our connections are technology mediated. In recent years I have written papers with co-authors who are scattered across the globe, and we never meet face to face during the entire process. Last year, I co-organized a conference with two colleagues – one on the East Coast, the other a hundred miles away. All of the year-long organization of the event was done virtually, through email, videoconferencing, shared electronic documents, and the like. We are now producing a book from the proceedings, but the only time that we interacted face to face was during the two-day conference! This is an example of how technology is transforming leadership and scholarship and changing the landscape that doctoral graduates will enter in the future.

This collection offers a variety of examples, experiences and techniques for advancing doctoral education in leadership using technology. There are lessons here for the design of online courses, the strengths and weaknesses of different technological modalities, tips for teaching specific online courses (for example, statistics, research methods), and ideas for the design and creation of online and hybrid doctoral programs in leadership. Moreover, the issues that are discussed, such as the levels and forms of 'connectedness' between professor and student (as well as student-to-student connections and team projects), the delivery of course readings and content, synchronous vs. asynchronous communication, workload, and grading and evaluation, are concerns in every type of postgraduate and graduate education, not just online education. Although I suspect that the primary readers of this book will be those who are involved in teaching or administering online and hybrid graduate

programs in the study of leadership, every professor, whether she or he is working in a classroom-based, or primarily in virtual environments, or in a hybrid of both, could benefit from reading this book. Doctoral students engaged in completing their dissertations and research projects will also find a wealth of information related to higher education teaching, learning, and technology. Clearly, leveraging technology is the future of education. Graduate education in leadership is a particularly important form of education. In many ways, it models other 'professional' programs, in that many graduates of leadership programs will become practicing, professional leaders. Indeed, many students of leadership in graduate programs are already practicing leaders, and technology makes further education possible for them. Moreover, much of leadership today requires familiarity with technology, and an ability to use that technology to lead – to inspire, to clarify, to motivate, and to connect with followers. For those of us in leadership education, and for those who aspire to be more effective leaders in our high-tech world, this book is essential.

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