Introduction to the *Handbook of Teaching with Technology in Management, Leadership, and Business*

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The *Handbook of Teaching with Technology in Management, Leadership, and Business* is an outcome of the work of a long line of educators who have embraced technology to enhance teaching and learning, from early efforts in the 1990s to add graphics to PowerPoint slides, to the more recent use of social robotic telepresence systems, such as Kubi, in the classroom. Online and mobile teaching and learning has increasingly become a major focus of these innovative efforts.

Our inspiration came from our own professional experiences and through training and supporting others, including a hands-on presentation series that started at the Academy of Management Annual Meetings as early as 1998 (Past meetings n.d.) titled “Teaching with technology”. The first few sessions were pioneered by Randy Dunham (University of Wisconsin, Madison), Joe Garcia (Organizer, Western Washington University), Robert Marx (University of Massachusetts, Amherst), Guido Slangen (Rensselaer Polytechnic Institute, Hartford), Randy Sleeth (Virginia Commonwealth University), and Joan Weiner (Drexel University). The first session was aptly titled “Technology and teaching: implications for the future of the management classroom.” The “Teaching with technology” title emerged in 2003. This became an annual event that presents the latest in classroom technology progress, featuring the ways in which educational technology has improved, enhanced, and furthered students’ learning experience. These sessions have always offered a hands-on approach to discovering technology in the classroom, with demonstrations, group discussions, and interaction.

We (Stuart and Kim) have consistently been at the helm of this presentation series for the past decade and had the pleasure of working with many of the pioneers noted above when we first joined the sessions as co-presenters. With all three of the editors being enthusiastic users of technology in education, we aimed to create the first volume on teaching with technology in management, leadership, and business as a means to sharing great ideas, practices, reviews, theories, and research on this topic.

While the “Teaching with technology” professional development workshop (PDW) has been presented at the Academy of Management for over two decades, similar sessions have also been presented at annual meetings such as those offered by the Management and Organizational Behavior Teaching Society, the Academy of Human Resource Development, the International Leadership Association, and the Association of Leadership Educators, often focusing on similar technologies, audiences, and topics. We, therefore, decided to bring together the sometimes overly separated fields of management and leadership (Rost 1991; Zaleznik 2004), inviting authors from both fields to contribute to this volume which focuses upon the mutually relevant issues of teaching and learning. We also aimed for the book to include international perspectives and we were privileged to have contributors from countries such as Australia, France, Germany,

Hong Kong, India, Ireland, Switzerland, the United Kingdom (UK), and the United States of America (US).

The handbook begins with the Foreword, written by John J. Sosik, a pioneer in the scholarship of e-leadership and an experienced administrator and educator. The book is organized into four parts: (I) Foundations: concepts, context, and design; (II) Applications of technology in teaching and learning; (III) Applications of specific technology tools; and (IV) Evaluating and researching the role of technology in teaching and learning. Each part includes chapters from both well-known and novice management, leadership, and business scholars and educators, who share their insights and experiences regarding why and how to implement technology in education, and their assessments of technology's benefits for students and instructors.

In Part I, authors provide frameworks through which to explore and understand the relevance, utility, and impact of technology within education. These include theoretical and conceptual perspectives on the place of technology, practical considerations in the application of technology, and approaches to both design and development that aim to ensure quality, inclusivity, and effective learning in courses that incorporate technology. The chapters in this part offer readers contextual insights while encouraging educators to reflect on their own practices and effectiveness in using technology in their classes.

Part II presents 11 chapters that examine the ways in which technology has been used in an educational context, including theory, practice-based, and "how to" chapters. These chapters do not focus on specific technologies (for which see Part III) but on the application of technology across different educational contexts and courses. The authors in Part II provide reviews of literature, share their own experiences and challenges, suggest tools and resources, offer guidelines for best practice, and make suggestions for future research.

The technology tools part (Part III) portrays how specific digital tools, software, applications (apps), and even robots, have been used in the classroom to promote student engagement, assessment, collaboration, learning, and leadership. Many of the instruments mentioned in this part are low cost or free to students and instructors, supporting the use of technology on a pilot basis. The chapters include discussions of the challenges and benefits of specific technology tools and offer steps for implementation which support instructors in using technology in their teaching, as well as in assisting their students in embracing and learning through technology.

Finally, Part IV incorporates several chapters that focus on the measurement and evaluation of learning outcomes and effectiveness in various classroom environments where technology plays a role. These chapters each report on original research or insights for critically examining the impact of technology in learning.

The wide variety of topics and formats throughout the book will help instructors, whether novice or seasoned users of technology, who are interested and motivated to advance their use of technology in practice for a range of management, leadership, and business courses. We also view the chapters, and the book more globally, as valuable reading for researchers seeking to gain a grounding in current practices, concepts, theories, and insights to stimulate further research.

We have enjoyed learning so much from our contributing authors, and look forward to continuing this journey as we see where technology takes learning and higher education practices. Each chapter includes valuable tips to save instructors time and energy, and

challenges readers to keep looking for ways to make teaching and learning more reflective, engaging, and beneficial.

REFERENCES

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