CHAPTER 1
INTRODUCTION

During the last century, a new architecture of education slowly began to emerge that would enhance collaboration and expand learning opportunities (O'Banion, 1996). Learning that had been defined as the process of creating, acquiring, and transferring knowledge and modifying behavior to reflect new knowledge and insights was being redefined to reflect a shifting of emphasis on institutional mission, focusing on technology. According to Worthington and Henry, technology would become the fabric of education in this country (1998). As technology-based society continued to evolve, it became increasingly clear that “the emergence of computers and information systems were the single biggest factor impacting organizations and institutions” (Ivancevich, Napier, & Wetherbe, 1983, p. 803). “It is estimated that 2 million people will be employed in occupations directly related to computers by 1995; but even more importantly, millions of others will have to learn to use computers routinely in their everyday lives" (Lewis, 1988, p. 5). Twigg (1994) reported, "electronic communication tools are creating global communities; computing and networking are shattering and reshaping individual jobs and entire industries" (p. 3).

The computer revolution forged a new society in which massive amounts of information could be economically collected, distributed, and controlled. The importance of minimal computer knowledge was a prerequisite to effective functioning. No innovation in the last several decades had the power and potential of the computer to