Letter from the Special Editor
Conducting Research in Organizational Systems

James E. Bartlett, II

Since the 1990s there has been an increase in research produced in higher education. The importance of research in higher education has been emphasized by statements such as that the quality of higher education programs are determined by the research productivity of the faculty members (DeMeuse, 1987). That this concept is still present in higher education is shown by Robinson and Alder's (2003) statement that the number of research publications was chief among the factors that go into the recipe for reputation. The emphasis placed on quality and quantity of research in higher education is a driving force behind this issue of the *Journal*.

This special edition issue of the *Information Technology, Learning, and Performance Journal* is focusing on research methods issues. In the academy, conducting scholarship requires knowledge of both research methodology and a discipline to advance a field of study. This issue of the *Journal* was designed to serve as a resource for those conducting research in organizational systems. The *Information Technology, Learning, and Performance Journal* is a blind peer refereed journal and wants to provide leadership in developing quality research. The articles in this issue encompass effect size, research paradigms, the mixed method approach, and technology utilization in research.

Kotrlik and Williams provide a discussion on the importance of effect size. They provide evidence that supports the use of effect size in quantitative research. The article provides a table to calculate and interpret effect size. It concludes with basic assumptions and cautions for using effect size in research.

Understanding research paradigms in relation to organizational learning and performance is important for researchers. Kim compares and contrasts the research paradigms of positivism, interpretivism, and critical science. The author argues that the positivistic approach would be useful as a central framework for researching organizational learning and performance.

Implementing a mixed methods approach to organizational systems research is suggested in a paper by Rocco, Bliss, Gallagher, and Pérez-Prado. The authors impart an historical view of the development of the mixed methods approach. They present examples of how mixed methods are currently being used in the *Information Technology, Learning, and Performance Journal* and offer recommendations for reporting mixed methods research.

The use of technology in organizational systems research has been growing rapidly. Truell presents an historical overview of how various Internet tools have been used for survey research. Additionally, Truell provides research-based materials to assist researchers in evaluating the appropriateness of Internet based data collection in survey research. The author cautions researchers to be aware of issues that could impact reliability and validity.

This issue of the *Information Technology, Learning, and Performance Journal* is just one source to provide practical support for researchers in generating research in organizational systems. Additionally, this issue should help faculty members, graduate students, and practitioners generate dialog on research methods used in organizational systems research.

Good luck in conducting future research!

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References

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Robinson, L., & Adler, R. (2003). Business research in eight disciplines. Available at http://www.academicassessments.com/SlashPageFolder/Las_Vegas_Paper.pdf

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