

CONTEXTUAL DIFFERENCES BETWEEN EDUCATION AND TRAINING IN MIS CURRICULUM DEVELOPMENT

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PANEL PROPOSAL

This panel will explore the differences between education and training in the context of MIS curriculum development. The discussion will consist of examining the relevant premises for comparison and the need to understand the pedagogical differences. Relevant premises are based on various research studies (Cohen & Lippert, 2000; Lippert, Granger, & Lydon, 1999; Lippert & Granger, 1998) coupled with panelists' experiences, observations, working papers (Cohen & Lippert, 1999b), published manuscripts (Lippert, 2000; Cohen & Lippert, 1999a), and presentations (Cohen & Lippert, 1998a, 1998b). scope of instruction with high levels of generalizability to similar situations.

In a field of study, where change is constant and technologies frequently modify, both internal and external pressures may challenge MIS educators to offer instruction on the utilization and manipulation of the latest technologies. This instructional approach where instruction is specialized and aimed at skill transference and applicability to a specific task or technology is operationalized as training. A goal of technological training is proficiency at performing a specific task.