Special Issue Call for Papers: Pedagogical Lessons from the Pandemic for Business Education

The COVID-19 pandemic disrupted academic life in many ways. During its initial weeks, professors inexperienced in remote instruction were suddenly asked to adapt in-person materials, teaching styles and mentoring to online delivery. Students inexperienced in remote learning abruptly found themselves in multiple online courses. Both schools and households struggled with the limitations of existing infrastructure and equipment. There were many challenges along the way and most students and professors struggled in this process. However, this period also witnessed remarkable adaptations and creative workarounds by students and faculty, some solutions so successful that they are likely to become permanent enhancements to ongoing operations at many institutions (Dick, 2021). Concepts such as Zoom-based proctoring, virtual breakout rooms and digital backgrounds were exotic to most of us pre-pandemic, but no longer.

The *Decision Sciences Journal of Innovative Education* (DSJIE) is seeking submissions for a special issue documenting the pedagogical lessons learnt during the pandemic and how business professors, students, and college administrators responded to the challenge from a pedagogical perspective. Some interesting questions may be:

- How did business professors adjust their teaching in response to the pandemic? What interventions worked, what did not?
- How did the pandemic affect student learning & grades? Did it create a learning gap for students who spent 1+ years of college time during the pandemic? Does a "pandemic degree" hurt job prospects? What are the longer-term effects of learning under these conditions?
- How have students reacted, adjusted their learning styles and how have they coped with the pandemic as learners?
- Have we (business professors) emerged better teachers out of the pandemic?
- What pedagogical innovations/changes, developed during the pandemic, are here to stay? Which elements of virtual teaching are we keeping going forward?
- How has remote teaching impacted student-professor relationships?
- What impact has the pandemic had on our profession, i.e., faculty burn-out, retention issues, early retirements?
- What online tools and learning environments better increased access for and engagement with adult learners and students with learning disabilities during the pandemic?
- In light of this experience, what would a professor's, department head's or business school dean's pandemic preparedness plan look like?

DSJIE is interested in conceptual and empirical papers (please reference https://onlinelibrary.wiley.com/page/journal/15404609/homepage/forauthors.html for definitions of article formats) for this special issue. We encourage empirical articles delving into sources such as student evaluations, learning management system comments, and survey of administrative perspectives, in pursuit of answers to better inform our future preparedness. Teaching briefs are also welcome, particularly reusable "bridge solutions" addressing some gap

in technology available or quality of the remote learning experience. All types of submissions must include a literature review and teaching briefs should provide appropriate evidence-based results from classroom testing.

Review Process and Publication Timeline: Submissions will be considered on a rolling basis as they arrive. The deadlines are listed below:

- Manuscript submissions: 31 December 2022
- Initial first-round decisions: 21 March 2023,
- Revised paper resubmissions: 31 September 2023
- Final acceptance decisions: 31 December 2023
- Publication: January 2024

Special Issue Guest Editors:

Koray Özpolat (koray@uri.edu) is an Associate Professor of Supply Chain Management at the University of Rhode Island. He earned his Ph.D. in Logistics and Supply Chain Management from University of Maryland, College Park and his master's degree in Electrical Engineering from Colorado State University. Prior to joining the academia, he worked for the United Nations in Jordan, and for the National Research Institute of Electronics & Cryptology in Turkey. Dr. Özpolat teaches operations and supply chain management courses at all levels - undergraduate, master's and doctoral. In addition to research streams in humanitarian supply chains and emerging technologies, he is active in the scholarship of teaching and learning domain which led to publications in *DSJIE* and *INFORMS Transactions on Education*. Dr. Özpolat regularly engages in global teaching projects abroad and has taught students in China, South Korea, Turkey, Georgia, Kyrgyzstan, and Hungary. He serves the profession as an Associate Editor for *DSJIE* and as the Vice President for Information Management at the Decision Sciences Institute.

Natalie Simpson (nsimpson@buffalo.edu) is an Associate Professor and Chair of the Department of Operations Management and Strategy in the University at Buffalo School of Management. Her research in supply chains and emergency services appears in journals including the *Journal of Operations Management*, *Decision Support Systems*, the *Journal of Humanitarian Logistics and Supply Chain Management* and the *European Journal of Operational Research*. Dr. Simpson received a BFA from the University of North Carolina School of the Arts and both an MBA and Ph.D. from the University of Florida. Her teaching interests include operations management, management science and project management, and she has earned several distinctions for instruction, including the SUNY Chancellor's Award for Teaching Excellence and the Production and Operations Management Society's Wickham Skinner Award. In 2021, Dr. Simpson served as the lead analyst for Western New York hub of the New York State Covid-19 Vaccination network and has served on the board of directors of the Decision Sciences Institute since 2017, currently as President-Elect.

References:

Dick, J. (2021). COVID-19: Lessons and Opportunities for Teaching Online, *Decision Sciences Insights*, 1(1). https://decisionsciences.org/covid-19-lessons-and-opportunities-for-teaching-online/