

Call for Papers

Special Section: COVID-19, Learning, Pedagogy, and Educational Systems

Communications of the Association for Information Systems

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Overview

COVID-19 has changed the world abruptly and (possibly) irreversibly. Higher education has not escaped the impacts of COVID-19, with virtually all institutions making mid-term shifts to online delivery of courses. In some cases, faculty had to adapt their courses in as few as two days. Although jarring and challenging, the adaptation has the potential to ultimately strengthen information systems education as new, effective practices and ways of thinking emerge. At the same time, the rapid shift may have exposed broader ethical and practical challenges that must be addressed. The goal of the special issue is to provide an opportunity to share experiences and lessons that facilitate transfer of knowledge within our community and, perhaps, beyond.

No higher education stakeholders have escaped the impacts of COVID-19. We are interested in insights gained regarding all dimensions of this situation, including students, courses/classes, programs/departments, institutions, society at large, and tools or classes of tools. We are interested in observations from online teaching that will inform improvements you intend to make in the

environment you will be facing when you return to campus, whenever and in whatever form it may happen. We are open to being surprised if you have made discoveries or created inventions not easily captured by this short list of possibilities.

Please note that the emphasis is on relatively short discussions rapidly developed and published in a timely manner to be helpful to those in the process of adapting to “the new normal”. This is in keeping with the overall *CAIS* mission of serving the IS community with useful, timely, and relevant ideas, opinions, and factual material.

Submission Types

We seek two types of papers for this special issue: Practice papers and Opinion papers.

Practice papers should focus on communicating effective practices related to adapting to the challenges faced by teaching in the time of COVID-19. Practice papers should emphasize providing insights and advice that others can put into practice. Practice papers should address the following:

- Clear description of the problem, challenge, or opportunity
- Description of the practice that includes sufficient detail to allow others to adapt and apply the practice
- Discussion of your experiences
- A “lesson(s) learned” section

Some potential topics are shown below. Other relevant topics are welcome.

- Mitigating negative impacts on students
- Adapting to fully distributed work (e.g. telework) for teaching and research
- Maintaining academic integrity and rigor
- Applying innovative technologies to the rapid shift to remote learning
- Innovative approaches to teaching IT specific skills such as coding, testing, system integration, and the like
- Adapting accommodations for students and faculty with disabilities
- Maintaining family-work balance
- Knowledge sharing practices among faculty and students
- Adapting administrative practices, policies, and procedures (e.g. faculty evaluation, promotion and tenure)
- Maintaining social connections among faculty, staff, and students
- Adaptations of specific learning practices, such as collaborative learning, active learning, problem-based learning, and project-based learning
- Integration of synchronous and asynchronous tactics
- Facilitating exams and exam questions for online administration
- Helping students cope with rapid change
- Adapting recruiting and placement activities
- Assessment and evaluation of student learning
- Role of teaching and learning labs in the distributed context
- Providing tutoring in an on-line environment
- Effectively shifting face-to-face labs and demonstrations to online environments

- Leveraging online learning materials to enhance face-to-face learning environments

Opinion papers should focus on “big picture” issues that were brought on or exposed by the COVID-19 pandemic. The opinions expressed in these papers should be well developed and, where appropriate, supported by evidence, while keeping in mind that these are opinion pieces rather than traditional research papers.

The list below provides some examples of possible Opinion papers. We welcome other relevant topics.

- Exposing and exacerbating issues related to digital divides
- Ethical decision-making in the context of extreme time pressures
- Long-term impacts on information systems education
- Long-term impacts on information systems employment
- Impacts on diversity and inclusion in information systems education and the information systems profession
- Opportunities for information systems education improvement and growth
- Relationships between information systems and other academic disciplines
- Collaboration opportunities between institutions

Examples of encouraged paper topics:

- Program or course policies—difficulty assessing attendance and participation, coping by developing an ad hoc student self-administered spreadsheet log, return to the classroom with multiple avenues for demonstrating participation in class and/or online.
- Student populations—dealing with time zones and a mixture of people who are local and at a great distance; mixing synchronous and asynchronous tactics; return to the classroom with a broader array of access points to pedagogical materials
- Recognizing and mitigating the impact of varying contexts in which students are performing their work when online
- Using the impact of the pandemic as a mechanism for expanding educational opportunities for students from a broader range of contexts

Although our emphasis is on sharing solutions, even ones that are not thoroughly tested outside the specific environment in which they were developed, some problems that have not been solved (yet) may also generate stimulating thought and perhaps future prescriptive advice.

Example of not-encouraged topics:

- Issues with hiring new faculty during the pandemic
- Issues regarding whether online versus classroom teaching is more effective
- Issues regarding expectations from non-IS faculty for supporting their technology use

We are likely to favor articles that are not so specific to a particular location that others aren’t likely to be able to use their lessons; but also, not so general to education that they don’t address the concerns of IS, MIS, CIS, and related areas of study.

Submission and Review

Submissions should be 1,000 - 2,500 words, exclusive of references.

Submission should be in English and follow CAIS submission guidelines. Author guidelines for submission to the CAIS are available at <http://aisel.aisnet.org/cais/format.html>. All papers should be submitted to the online review system of CAIS (<https://mc.manuscriptcentral.com/cais>). Authors should select “Special Section” as the Department.

Submissions will be subject to an initial screening for suitability. Suitable papers will be peer reviewed by members of the special section editorial review board. Based on those reviews, submissions will be accepted, invited for revision, or declined.

Tentative Schedule

- July 15, 2020: Submissions due
- August 15, 2020: First round review notification
- September 15, 2020: Revised papers due
- October 15, 2020: Second round review notification
- November 15, 2020: Final acceptance notification

If logistically possible, articles will be published as accepted rather than in a single batch.