

# **Preface for the Special Issue on “Innovative Teaching in Operations and Supply Chain Management”**

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The *Journal of Supply Chain and Operations Management* is delighted to present this special issue on innovative teaching in Operations and Supply Chain Management. Educators have strived to develop effective and efficient learning processes, and valuable educational resources. This is done by exploring the Omni Channel of course delivery systems ranging from better presentation in a traditional class, increasing the availability of the students through well-designed online material, switching the locations of delivering the lectures and active practices in a flipped classroom, and initiating satellite teamwork in a remote location where the synergy between groups of students will partially replace presence of the instructor. A successful innovation in restructuring the teaching environment, resources, and learning processes could lead to new capabilities in both teaching and learning.

The four teaching papers in this special issue have presented various perspectives related to innovative teaching such as: factors that influence student satisfaction towards a flipped class; ways to improve student learning in a flipped class; effectiveness of online teaching in terms of student collaboration and student instructor interaction; and theories of creating engaging learning environment.

The first paper by Coy et al. (2017) demonstrated the effectiveness of using

conceptual scaffolding to improve student learning outcomes in a flipped supply chain decision-modeling class. Scaffolding requires the instructor to provide a short interactive session at the beginning of class to clarify any challenging knowledge and concepts. This will allow students to learn better from problem-based activities later on. This hybrid flipped course design demonstrated that scaffolding via a modest “unflip” may improve student learning outcomes.

The second paper by Rhodes (2017) used inductive research methodology and developed six conceptual theories (well-designed learning strategies, appropriate virtual and physical spaces, value-added technology, extensive support, and engaged facilitators and engaged learners) to create an engaged learning environment.

The third paper by Gu et al. (2017) addressed major concerns of the effectiveness of online teaching in terms of lack of collaboration among students and inefficient interactions between students and the instructor. They presented an online course that was designed by following Chickering’s seven principles of good teaching practice. They found that a well-designed online course is equivalent to a face-to-face class when it comes to meeting students’ learning expectations.

The fourth paper by Swart and Wengrowicz (2017) identified the major factors that influence the students’ decision to recommend a flipped class. Their analysis showed that a prior dislike for collaboration and lack of teaming/leadership skills are the primary factors. They recommended that both teachers and students alike must develop their flipped classroom skills in order to make this innovative teaching method more effective.

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Overall, the papers of this special issue presented innovative research designs and instruments on evaluating and identifying important factors of teaching effectiveness. They also provide insights on the current state of innovative teaching practice and research. By completion of this issue, the *Journal of Supply Chain and Operations Management* has moved one step forward to become a reliable outlet for high quality pedagogical research in addition to scholarly research.

## REFERENCES

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