

Journal of Marketing Education

Special Issue Call for Papers: TALES OF THE UNEXPECTED: TEACHING TURMOIL AND TRIUMPHS IN TIMES OF CRISIS Submission Deadline: June 1, 2021

Along with the healthcare pandemic in 2020 came a level of transformation in teaching and learning that was unprecedented. Colleges and universities faced the need to pivot quickly in terms of both business models and pedagogy. This special issue of the *Journal of Marketing Education* presents educational scholars with a unique opportunity to explore the way changes occurred. How did institutions that normally take years to implement curriculum changes become agile and hasten within days?

Marketing faculty are probably one of the classes of academics most accustomed to changing materials and processes. This special issue enables marketing scholars to showcase the discipline with “lessons learned from changemakers.” The overall objective of this special issue is to bring together scholarship that addresses: (1) how our teaching and learning transformed quickly, (2) the short-term success of the quick pivot, and (3) the impact of that transformation longer-term.

Research within a Student Population

This format embraces educational research projects that collect data from students. For example, papers might focus on changes in student attitudes toward performance, the effect of technological changes, perceptions of satisfaction, or anxiety associated with event cancellations or rescinded job/internship offers.

Research within the Faculty Context

This format embraces educational research projects that collect data from and about faculty. Examples include work from home issues, upskilling challenges, curriculum changes, impact on research, and what worked and what did not work.

Pedagogical Tools

This format might focus on how online teaching and learning tools were incorporated in the marketing classroom, how syllabi designed for face-to-face interactions moved online mid-stream, exam integrity issues, or how changes to the exam format related to learning outcomes and implications for the future.

Framework for Marketing Curriculum Content

This format is applicable for departments, programs, courses, etc. in which online teaching and learning

might now provide an overall framework for guiding course and/or content development. Implications and understanding of the value of face-to-face teaching and programmatic efforts to bring online to the forefront of educational planning are highly encouraged.

Infrastructure

These contributions will focus on both university management and supplier perspectives for online material and teaching tools. For example, there might be institutions that had to purchase software quickly from third-party providers (e.g., Microsoft Teams) or had to increase bandwidth for tool usage (e.g., WebEx, Zoom, etc.).

Management

Contributions here could focus on how the crisis response to teaching changes was managed by individuals or teams within disciplines, schools, or university administration and academic management. Long-term implications for current modes of teaching and business models are of interest.

The examples noted are for guidance only and do not exclude other ideas. All manuscripts will be judged on their scholarly merits and overall ability to advance the marketing and business education literature. Authors should follow the style guidelines of the *Journal of Marketing Education*: <http://jmd.sagepub.com/>. All submissions are via the *JME* editorial manager on the journal website.

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