Introduction: Information and operations management education: a field that can no longer be ignored!

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Introduction

It is our pleasure to welcome all of you to the inaugural issue of *Information and Operations Management Education* (*IJIOME*). The aim of *IJIOME* is to promote pedagogical research and act as a forum for sharing new ideas and experiences on teaching, learning and training in the field of information and operations management. *IJIOME* addresses a growing demand for high quality education and training in information and operations management. It will cover the areas of continuing education and lifelong learning in general, but emphasises improving the quality of education and training in information systems (IS) and operations management (OM). Innovation in education and training in IS and OM has been ignored despite the fact that most business and engineering schools, and companies around the world deal with information and operations management issues. *IJIOME* encourages theoretical and empirical research dealing with all aspects of education and training in IS and OM, and is particularly dedicated to promoting excellence in teaching and research in these fields. The globalisation of market and operations places a tremendous pressure on productive management of information systems and operations. We believe that developing suitable training strategies, techniques and tools for the effective learning of IS and OM is of paramount important for enhancing organisational competitiveness in the 21st century global market. Innovation in learning is the key to success for IS and OM education and training.

Inside this issue

This inaugural issue of *IJIOME* contains eight papers that discuss the teaching and learning of IS and OM subjects.

The first paper, '*Who gets "A" grades in web-based learning environments? An evaluation of the role of learning styles*' by Beaudry, Laframboise and Saleem, compares the effectiveness (in terms of the performance of students in examinations)

2   *A. Gunasekaran and E.W.T. Ngai*

of a web-based learning environment to the traditional classroom for an introductory management information systems class. The results suggest that the best and worst performers in both environments have very different learning preferences and styles.

The second paper, '*Teaching introductory graduate research methods*' by Corner, describes a graduate course on research methods taught at a business school. The course introduces postgraduate students to a wide range of research methods and exposes students to the three main paradigms found in social science research: functionalism, interpretivism and critical theory/postmodernism. Corner shares his teaching experience and explains the approach taken in this graduate course on research methods.

In the third paper, '*A framework for e-business curriculum*', Lam, Ngai and Gunasekaran propose an e-business knowledge framework to support e-business teaching. This framework can be used to help design and evaluate e-business programmes. The authors summarised the contents of the dedicated postgraduate e-business programmes in Hong Kong based on information available on the internet and provided a mapping of their e-business curricula in their proposed framework.

The fourth paper, '*Teaching enterprise resource planning in a business curriculum*' by Vluggen and Bollen, illustrates the knowledge management in enterprise resource planning (ERP) systems that can be integrated into a curriculum for economics and business students through the use of literature and cases, and providing student with hands-on experience of ERP packages. This paper further deals with a number of issues that teaching staff can expect to face when integrating ERP software in an existing curriculum.

The fifth paper, '*Virtual outlets – business gaming for fashion retail operations*' by Jiwa and Lavelle, discusses the design and development of the virtual outlet system. This system emulates learning by practitioners through the creation of a holistic understanding of the business of retailing. It does this by encouraging the participants to 'learn by doing', through the modelling and electronic simulation of the fashion retail environment.

The sixth paper, '*Teaching e-commerce through the use of real-time interactive laboratory experiments*' by Vragov and Wilson, discusses the authors' experiences in designing and teaching an MIS course at George Mason University's School of Management. The objective of the course is to prepare students to design software agents that would be able to perform searches, buy and sell goods and services over the internet taking into consideration all available information and implement a variety of strategies. Nine different experiments were designed that simulate a real electronic market environment. The overall feedback from the students was positive and the conclusion is that the proposed teaching methodology was successful.

The seventh paper, '*A hybrid instructional design model for web-based database course delivery*' by Parssian, presents a hybrid model consisting of both instructional design models that compliment each other and form an adequate framework for designing web-based database courses. The model is further augmented by a simulation module to demonstrate how it can be utilised in learning database concepts more effectively.

The final paper, '*Web-based mind learning system using mind mapping and mind scheduling*' by Kwan, Fong, Chan and Ngan adopts practical advice, methodologies and techniques to develop a web-based mind learning system with mind scheduling and mind mapping. They claim that course leaders and students can collaboratively use this system and anywhere to supplement classroom learning for better coherence between students and lecturers.

Call for papers

IJIOME is a forum to help professionals, academics, researchers and practitioners working in the field of education and training in information systems and operations management, to discuss important ideas and concepts and to disseminate information and learn from each other's work.

Academics and practitioners are invited to forward their contributions in the areas of teaching and learning of information and operations management subjects for possible publication in *IJIOME*. Potential editors are welcome to guest-edit special issues in the field of OM, IS and e-commerce. Special issues devoted to important topics in education and training of information systems and operations management will occasionally be published. Please direct all communications to the Executive Editor (mswtngai@polyu.edu.hk). Some suggested topics include:

- e-learning in operations and information management
- web-based learning in information and operations management
- distance learning strategies and techniques and tools in operations and information management education and training
- pedagogical issues in teaching IS and OM
- curriculum design for information and operations management
- knowledge management in IS and OM
- group work and case studies in the teaching and learning of OM and IS
- industrial projects and visits to facilitate learning
- multimedia and IS and OM education and training
- team teaching
- standards for curriculum development in IS and OM
- IS and OM simulation game
- simulation and virtual tour of companies and IS and OM education and training
- innovation in learning of IS and OM
- teaching technologies (Blackboard, WebCT) for IS and OM
- teaching quantitative techniques and models
- online teaching of IS/OM classes
- international comparison of teaching and learning
- role of publishers and textbook authors in IS/OM education
- government and industry participation in IS/OM education
- learning through research (theses and dissertations)
- continuing education and lifelong learning in IS and OM
- education and training by consultants.

Acknowledgements