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Call for Papers for Special Issue on Enhancing Business School Courses through Game-Based Pedagogy

Guest Editors: Yi-Su Chen, Barbara Klein, and Joy Beatty | University of Michigan - Dearborn

Background:

The incorporation of games into teaching and learning in business school courses holds the potential for enhancing students learning and retention. From their earliest days, humans learn naturally through play and games; and these approaches may enhance learning even as students engage in college courses. Game playing promotes active learning. An empirical review of research studies on the effects of digital games in the classroom show increases in affectivity, motivation, and learning (Connolly et al., 2012). Games can also promote students' creativity and social interaction (Squire, 2011). The underlying learning mechanisms are related to increased intrinsic motivation and flow (Csikszentmihali, 1990), which can come from the clear and challenging goals, along with the regular and unambiguous feedback of well-designed games.

Developments in technology, coupled with the growing technological skills and expectations of the current generation of learners, imply that many games will incorporate computer technology. Computer games are especially good at embedding learning in meaningful virtual situations that create an immersive psychological reality for the learner (Wideman et al., 2007). However, it is also important to recognize that low technology or no-technology games can be effective learning tools as well. This special issue will focus on innovative ideas for using games and gamification in courses across the disciplines of business schools.

We conceive games broadly as playful activities with goals, rules, and player interaction. Games may be competitive or cooperative in nature and may involve synchronous or asynchronous interaction among players. A broad range of types of games fall under the umbrella of this special issue including video games, board games, card games, simulations and so forth. Games may be designed specifically to convey course concepts or may be adaptations of off-the-shelf games tailored to enhance learning outcomes. Gamification is defined as the use of game elements such as action language, rules, environment, and game fiction outside the context of a game to facilitate learning (Landers, 2014).

Topics:

This special issue aims to publish papers on game-based pedagogical approaches that engage students in active learning and develop students' capabilities in applied decision making.

We welcome submissions that propose new approaches and/or perspectives in course activities design, delivery, and assessment. We also encourage empirical research that demonstrates improved learning outcomes attributable to game-based pedagogy. These include but are not limited to:

- conceptual/theoretical research submissions that propose taxonomies or give guidance to assist instructors in determining how to use game-based pedagogy in their course;
- teaching briefs that describe and document innovative applications of games in business school courses;
- empirical research submissions that provide evidence about the effect of a game-based pedagogical activity on learning outcomes.

Review Process and Publication Timeline:

Deadline for manuscript submissions: 30 June 2020
Initial (first-round) decisions: 31 August 2020
Revised paper resubmissions: 30 September 2020
Final acceptance decisions: 30 November 2020
Publication: January 2021

Manuscripts should conform to the DSJIE Submission and Style Requirements, and manuscripts should be submitted online at mc.manuscriptcentral.com/dsjie.

Special Issue Guest Editors:

Yi-Su Chen (yisuchen@umich.edu) is Associate Professor of Operations Management in the University of Michigan-Dearborn who received her Ph.D. from University of Minnesota. She incorporates high-impact projects in her classroom such as redesign the fire station network for City of Dearborn, and was an ASL fellow in 2017-18, working with the City to improve the recycling service. She also employs various games such as simulation games, off-the-shelf board games, and other games that she and her colleagues designed.

Barbara D. Klein (bdklein@umich.edu) is Professor of Information Systems Management at the University of Michigan-Dearborn. She teaches courses on database design, information management, and managerial decision making. Professor Klein serves as an Associate Editor at the *ACM Journal of Data and Information Quality*, the *Journal of Cases on Information Technology*, and the *Journal of the Midwest Association of Information Systems*. She is on the editorial board of the *International Journal of Information Quality* and the *Journal of Information Systems Education*.

Joy E. Beatty (jebeatty@umich.edu) is Associate Professor of Management who received her PhD at Boston College. She teaches courses on organizational behavior and negotiation. Her research interests are in invisible diversity and management education. Her pedagogy research has been recognized with the 2010 Roethlisberger Award for Best Paper in *Journal of Management Education*. She served as an associate editor for *Journal of Management Education* for 6 years and has served as an editorial board member for *Academy of Management Learning and Education* since 2004.

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