Thematic Issue on:
Online teaching-learning in higher education during COVID-19 pandemic:
Empirical evidence and quantitative studies

Universities around the world reacted quickly but differently to the emergency arising from the Covid-19 pandemic. The transfer from on-site to on-line education was the common element of all initiatives. The emergency has thus given rise to the greatest experiment in digitalisation ever, representing an extraordinary opportunity for universities renewal. The urgency in which online teaching has taken place has forced teachers to improvise, opening the door to an unprecedented pedagogical renewal thus allowing bold teachers to experience interactive pedagogical approaches.

A thematic issue of the Italian Journal of Applied Statistics (https://www.sa-ijas.org/ojs/index.php/sa-ijas/index) will be devoted to the collection of quantitative studies describing online teaching-learning modes adopted by universities for the teaching-learning process and subsequent semester examinations. Studies devoted to measuring the effectiveness of online education in terms of student achievement, student satisfaction and well-being, and the social and family impact of the experience will be particularly welcome. Moreover, studies on how teachers innovated their pedagogical methods and are satisfied with their outcomes are also of great interest.

The thematic issue aims to highlight innovative experiences hoping that an analysis of the impact of such experiences from various points of view will help to understand whether this new form of teaching can be considered both as a challenge and an opportunity for the university of the future.

Submissions dealing with advances in statistics and applications, including data collection, analysis, and interpretation on the topical issues, are welcome.

Possible topics are:
    Learning analytics
    Teaching evaluation
    Student's performance
    Student engagement
    Teacher engagement
    Student satisfaction
    Teacher satisfaction
    Teacher pedagogical beliefs in relation with technology integration
    Organisation of exams and impact on student achievement
    Effectiveness of different teaching modes (synchronous, asynchronous, blended)
    Empowering Teachers

All submitted manuscripts will be peer reviewed, and they are expected to adhere to the standards of the journal. Authors are encouraged to follow the specifications in "Authors Guidelines" available at https://www.sa-ijas.org/ojs/index.php/sa-ijas/about/submissions. Templates with the journal format in Word or LaTex are available at the same web site. During the submission procedure, specify in the field "Comments for the editor": Thematic issue on "Online teaching-learning in higher education during COVID-19 pandemic: Empirical evidence and quantitative studies".

The deadline for paper submissions is 30 April 2021.

Guest Editors
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