

## Editorial

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Welcome to the inaugural issue of the Dublin Business School Applied Research and Theory Journal, formerly the DBS Business Review. This first volume under the new name is also the first to be edited by me. The DBS Business Review was first issued five years ago, and it is therefore important to reflect on the changes over time and to say goodbye and thank you to Dr Tony Murphy, Editor-in-Chief of the DBS Business Review before his move from DBS to SETU. The rebranding of the journal represented the wider applied research concerns of DBS in general and to demonstrate a sustained commitment to staying responsive to the changing research landscape. The key goal of the journal is to facilitate high quality applied research, especially research with a practical application or implication that is reinforced through a double-blind peer review process, and support for copyediting and formatting. It is intended that by welcoming submissions from across a range of disciplines, the journal will bridge the gap between theory and practice. DBS Applied Research and Theory Journal is a diamond open access journal. The theme of 'Embracing Change' in this issue has been introduced to create unity and coherence among submissions.

The new editorial board and editorial team have brought renewed vigour for research output to the college. The journal is now in the very capable hands of a strong editorial team who are the driving force and ensure quality research. The team consists of Trevor Haugh, Head of Library and Academic Hub and Joint Managing Editor, Louise Cooke-Escapil, Research Librarian and Senior Editor, Amy Fitzpatrick, Digital Literacy Librarian and Senior Editor, and David Rinehart, Information Skills and Research Manager and Joint Managing Editor.

The new journal has a broad remit and fosters collaboration, innovation, and intellectual exchange, but focuses on the multidisciplinary scope of research with non-cognate backgrounds. The scope of the new journal sees contributions from students, faculty, practitioners, and industry experts both national and international with wide-ranging insights.

The three primary research articles in this issue discuss different disciplines but all have a theme of continuous improvement. Bhuvan Israni provides an exploratory study and thematic analysis of the support to healthcare workers during the pandemic and this contribution offers insights into the evidence-based strategies to address pandemics. Mohd Rozie Mohd Damit offers a new perspective on analysing the supply constriction of gross domestic products in Malaysia and the macroeconomic forces that have shaped the sector between 2015 – 2023 for more informed decision-making within the construction sector. Similarly, a contribution from Tryson Yangailo explores the relationship between strategic planning and productivity in Zambia and examines some contingency variables to help improve the process. All three contributions are unified in their aim to improve and enhance processes.

Education is at the heart of the journal which is evidenced throughout this issue and particularly with the following two unique pieces. The first piece offers advice for researchers in the shape of an exclusive interview with the author Robert L. Harris and his literary journey exploring the intersection of history, conservation, and personal reflection on Skellig Michael in his unique, poetic and storytelling writing style. The final section offers pragmatic advice to readers concerning researching and writing a book. The other unique piece on education comes from Alana Loison's educational submission and is a systematic review on high functioning autistic employees. Alana explores the difficult lexicon of autism and gives the reader an insight into the workplace challenges, but also opportunities for simple interventions.

The inclusion of a book review in this issue gave me the pleasure of reviewing 'Teaching Well: Unveiling the Art of Learning-Centred Classrooms' from Professor Stephen D. Brookfield, Dr. Jurgen Rudolph, and Shannon Tan. It takes readers on an illuminating journey through the heart of effective teaching. This book lights the path for those new to teaching or wishing to improve research practice.

The continuing rise in open-access is reflected in the following two contributions. Amy Hayes' article on The Perceptions of Open Educational Resources by Teaching Staff in Higher Education in Ireland evaluates the impact of Emergency Remote Learning on the perceptions of Open Educational Resources. Niamh Dowdall is the recipient of the 2023 Postgraduate Student award and Niamh offers a divergent approach to exploring the transition and transformation of the arts and humanities in an open-access future. This submission defines the need to embrace new methods of research dissemination and existential criticism of communicating value. The journal is a diamond open-access journal and thus provides a sustainable business model. Open-access publishing is embedded in the ethos of DBS library. DBS Applied Research and Theory Journal is an open access, peer-reviewed, academic journal published by the DBS Library Press. DBS Applied Research and Theory

Journal is indexed with the DOAJ, EBSCO and Proquest. This is important to make the journal accessible to all.

DBS stages an annual Practical and Applied Research Conference (PARC) every May and offers the opportunity for submissions from different disciplines to be published in the journal. In November 2023 DBS hosted the HECA Research Conference and this has helped expand the DBS research network and collaborators. This issue includes contributions from the HECA Research Conference 2023: Sharing an Open Research Landscape and outlines the flow of the day from an academic integrity community of practice workshops through the parallel breakout room sessions to the presentation of the HECA student research awards. The Academic and Research Integrity Conference, Ireland (ARICI, 2023) saw several members of DBS staff and faculty attend workshops and was largely based on academia and generative AI. This issue includes a report from the conference attendees about the challenges facing academia from the world of generative AI.

In recognition of outstanding contributions, we have introduced a postgraduate student award. This is to encourage the next generation of emerging scholars to contribute to the journal. Looking ahead, we will be measuring the journal impact through data analytics, we will be cultivating partnerships nationally and internationally, and we ask you to join us in this transformative journey. The future of the journal has ambitions to move towards a bi-annual publication, with a blend of contributors and institutions to transcend boundaries and disciplines. The editorial team are expanding on the types of submissions to excite curiosity from book reviews to interviews with authors to offer a value proposition beyond the research paradigm into the exciting realm of research practice. We aim to build a journal that will reflect all the vibrancy and diversity of applied research and theory. The theme of 'Embracing Change' identifies the unique composition of the journal and shapes academic discourse into the future.