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Back Matter

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1. Equations are placed on a separate line with a blank line both above and below, and numbered in parentheses, flush right. Examples:

   \begin{align*}
   y &= c + ax + bx \\
   y &= a + 1x + 2x + 3x + ax
   \end{align*}

   (1) \hspace{3cm} (2)

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Journal Article:


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TEACHING LOGISTICS STUDENTS TO TAKE OWNERSHIP OF INFORMATION INFRASTRUCTURE DEVELOPMENT

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Kenneth J. Preissler, Logistics Insights Corporation

Logistics systems, developed gradually over the past decades, are undergoing necessary radical change in this era of increasing global competition. This article describes an approach taken by the authors to teach logistics students how to take ownership of designing their own information infrastructure and how to use it to make their organizations more flexible, providing more strategic options.

INTRODUCTION

Advances in information systems technology such as data base management systems, bar code scanning, telecommunications, and image processing have enabled logistics and information managers with vision to reengineer the way the firm conducts its business. The usage of mainframe computers, personal computers, and logistics information systems has been widely studied (Gustin 1989). These studies have universally concluded that there has been a rapid growth in the usage of computers and logistics information systems.

Computer Usage in the Classroom

The usage of computer applications in a logistics course has also been studied. Rao, Stenger and Wu stated that there are several approaches to integrating computers into the classroom in a business curriculum, each with its individual advantages and drawbacks (1992).

Systems Development in Practice

The study of the information systems development process of computer applications has been almost universally left up to the computer science, software engineering, and information systems educators and practitioners.

\[ y = a^2 - 2ax + x^2 \]  \hspace{1cm} (1)

REFERENCES

