



1st Annual IFOTS Symposium

***Online Teaching & Learning:
Challenges and Solutions***

***Friday, September 25th, 2020
12 Noon to 6 PM Eastern Time Zone – USA***

The pandemic has affected traditional education settings dramatically, catching students, administrators, and teachers off-guard and losing many to the potential pitfalls of this format within which to now deliver instruction and learn. The IFOTS Symposium is bringing together educators and students from around the globe to address the effects of the pandemic brought about by the SARS-Cov2 virus and its consequences for educators and students.

The IFOTS Symposium offers a platform for stakeholders in this changed environment to discuss challenges, solutions, and ideas, and to exchange results based on their experiences in this worldwide rise of e-learning.

American Scholars Press invites you to bring your stories about online teaching and learning ---successful, unsuccessful, good or bad--- and your experiences and thoughts about *if and how* the adoption of online learning will continue to exist post-pandemic. The symposium brings together practitioners and thinkers, researchers and students to identify needs and solutions that can best prepare our institutions and stakeholders for this changed and changing environment. The IFOTS Symposium is a ‘commons’ for considering international perspectives and local experiences in order to synthesize contextually appropriate solutions.

Schedule at a Glance

Symposium starts at Noon*	Welcome and Introductions Housekeeping	Dr. Sun Dr. Wiggins
12:20 PM	Revisiting Learning in Higher Education: Indian Model in Digital Era	Dr. Pushpanadham
1:25 PM	How to Design Effective Online Courses	Mr. Langdon
2:10 PM	How to Teach Difficult Detailed Subjects in the Online Environment	Drs. Gregory and Butler
3:15 PM	The Psycho-Dynamics of Distance Learning: The Online Discussion Room	Drs. Williams and Moser
4:10 PM	Transition and Migration to Online Learning Environment	Dr. Richardson
4:45 PM	Challenges in Aligning the education Format, and Technology, with the 21st Century Learner	Dr. Khan
5:20 PM	Wrap-up	Dr. Sun

** Eastern Time Zone – USA*

Registration and Zoom Link

Register Now Free of Charge

<https://www.surveymonkey.com/r/IFOTSRegistration>

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<https://us02web.zoom.us/j/82783597400?pwd=cXN0amlJV3hxZHJ4aFVhV3BkcUY4UT09>

**Meeting ID: 827 8359 7400
Passcode: 122922**

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Session Descriptions, Presenters, and Moderators

Revisiting Learning in Higher Education: Indian Model in Digital Era (60 minutes)

The National Education Policy 2020 in India has recommended a paradigm shift in Higher Education with due focus on digital learning and MOOCs. This presentation focuses on the key aspects of learning in higher education, digital readiness, and institutional mechanisms. The session discourse intends to raise issues and challenges, sharing Success stories of digital learning initiatives in India and other countries.

Presenter: Professor Dr. Karanam Pushpanadham, The M S University of Baroda, India
He is a member of the Research Group of Education for Rural Transformation, Department of Education, Stockholm University, Sweden and the Indo-Danish Academic exchange Program on Education for Global Citizenship with Efterschools of Denmark. He served as Visiting Professor at the Assumption University and Burapah University in Thailand. He directed International Training Programs (ITP) with Life Academy, Karlsted, Sweden sponsored by SIDA on ICT and Pedagogic Development. He directed an International Training program for the District Education Officers of Afghanistan funded by Swedish Committee for Afghanistan, SIDA.

Moderator: Professor Emerita Dr. Gabriele Strohschen

How to Design Effective Online Courses (40 minutes)

Langdon will present his learnings as a teacher and student using online platforms. The best approach is an integrated combination of approaches, combining prerecorded videos, worksheets, quizzes, online zoom sessions, zoom breakout sessions, and also using Mural, Jamboard and Miro. Putting all this together can create a very effective learning experience.

Presenter: Mr. Morris Langdon, London School of Economics & InnovationLabs
Mr. Langdon is an award-winning innovator and world-renowned innovation consultant. He is Senior Partner at Innovation Labs LLC. He is also a founding partner of FutureLab Consulting, a strategy and technology firm that offers advanced blockchain solutions for global enterprises. He is Co-Chair of the Innovation Council at RedTeam Engineering, and in 2017-2018 he served as Innovation Coordinator at SUNY's Fashion Institute of Technology in New York.

Moderator: Deborah McPhee, M.A.

How to Teach Difficult Detailed Subjects in the Online Environment (60 minutes)

This presentation addresses taking difficult, detailed subjects such as accounting or research designs into an online format. In many cases these topic areas may be difficult for students who are not well-prepared for a detailed subject that they are mostly unfamiliar with from their past education or work experience. These subjects often require more one-on-one instruction or clarification. Subject mastery is also difficult to assess within the online environment. Online formats vary considerably in both technical capability and time constraints adding to challenges and issues.

Presenters: Dr. Elaine Gregory, Grand Canyon University and Dr. Cliff Butler, Capella University
Dr. Gregory is a CPA and Certified Fraud Examiner who has been teaching online since 2017 at bachelors, masters, and doctoral levels, most recently at Grand Canyon University, Phoenix, AZ. She has also designed accounting curriculum for Thomas Edison State University and has worked with students at Capella University. Dr. Cliff Butler is the Research Chair of the School of Business and Technology at Capella University where he has taught online since 2001.

Moderator: Dr. Ahmed Khan

The Psycho-dynamics of Distance Learning: The Online Discussion Room (50 minutes)

The psycho-dynamics of online course discussion rooms are potent forces influencing learner engagement and success. Group-based culture development, the emergence of behavioral norms, and diverse modes of communications converge to establish discussion room cultural and learning context. While there are similarities between ground-based classroom and online discussion room learning activities, online discussion rooms often create domains-of-silence characterized by episodic and thematically fragmented communications within self-organized primary and secondary learner groups. These domains-of-silence influence learner isolation and can negatively impact academic success. Also, unlike ground-based classroom engagement, which employs group work as a learning strategy, the asynchronous format used in online education can hinder individual student course progress. Instead, the online discussion room promotes individual learning, discussion board participation readiness, and response time flexibility. Two important characteristics of group learning include relationship building and performance support. While group learning appears to be increasing in online course work, pedagogically, individual learning remains the dominant instructional modality. The confluence of conditions, episodic and thematically fragment communication, minimal emphasis on group learning, and the absence of substantive relationship building and performance support can potentially inhibit students in the online course discussion room. Central to inhibiting learning is disconfirmation, learning anxiety, and survival anxiety and the associated remedies associated with creating psychological safety. This presentation will address the psycho-dynamics present in the online course discussion room. The presenters will present psychological factors inhibiting learning including disconfirmation, learning anxiety and survival anxiety. In addition, strategies for minimizing the effect of these factors such as establishing psychological will be evaluated and discussed.

Presenters: Dr. Michael Williams, Thomas Edison State University and Dr. Tami Moser, Southwestern Oklahoma State University

Dr. Michael Williams, Ph.D., MBA is the Dean of the School of Business and Management at Thomas Edison State University in Trenton, NJ. As the school's chief academic and administrative officer, he leads all aspects of the school's scholar-practitioner focused degree programming. Dr. Williams is the founder and principal consultant for Psychological Practice Services, an international consultancy specializing in business development for mental health professionals. He is an Accreditation Council for Business Schools and Programs (ACBSP), evaluation team leader, a 2018 ACBSP Dean's Symposium presenter, and an ACBSP Region 1 Best Presentation Winner. Dr. Williams's research, publishing, and presentation interests include; the influence of modern psychoanalytic theory on leadership efficacy, workplace bullying, and the influence of mental illness on workplace productivity. Dr. Williams earned a Ph.D. in Educational Leadership, Policy, and Administration and an MS in Human Resource Management from Fordham University. He earned a multidisciplinary graduate degree; an MS in Labor and Employee Relations from Rutgers University, an MBA in Management from DeVry University, an MS in Mental Health Counseling from Touro College and University Systems, and an MA in Psychoanalysis from the Academy of Clinical and Applied Psychoanalysis, Boston Graduate School of Psychoanalysis.

Dr. Tami Moser is the Chair of Pharmaceutical Sciences, Professor of Pharmacy Administration, and the Coordinator of the Center of Excellence in Pharmacy Leadership, Innovation, and Quality Outcomes at Southwestern Oklahoma State University. Her research focuses on the improvement of quality outcomes and patient experience in healthcare settings. Tami's most recent publication is Workflow Improvement and the Use of PDSA Cycles (*Quality Management in Health Care*, 2020). She served as the Editor-in-Chief of the *Administrations Issue Journal* for ten years. She has earned a Ph.D. in Organization and Management and a Doctorate in Behavioral Health. Tami is an ICU Master Trainer, Consultant with Dahlia Consulting group, and a Coach. Her coaching practice focuses on Ph.D. and Professional Doctorate students seeking mentorship, support, and guidance throughout their doctoral journey.

Moderator: Dr. Vincent Wiggins

Transition and Migration to Online Learning Environment (30 minutes)

This presentation reports gauge the possible impacts on student learning due to online conversion. A three-stage evaluation process was conducted. First, a survey of the faculty regarding their opinion of how the rest spring semester played out for those courses that were converted. Second, surveying students who had gone through the conversion. Third, compare the results from selected traditional courses with comparable online courses. Overall, while many faculty were not familiar with the online teaching format, they were satisfied with the process and learning outcomes. Students also overall showed satisfaction with transition to online.

Presenter: Dr. Ronny Richardson, Kennesaw State University

Dr. Ronny Richardson is a Professor of Operations Management at Kennesaw State University. He has over 25 years of teaching experience. He holds a Ph.D. in Operations Management, MBA, and MS in Decision Sciences. He worked for 20 years as an analyst at Georgia Power Company. He has 25 years teaching experience at both private and public universities, with nine years as department chair at Southern Polytechnic State University.

Moderator: Dr. Max North

Challenges in Aligning the Education Format, and Technology with the 21st Century Learner (30 minutes)

The presentation explores possible misalignment between the traditional structure of academic courses, the emerging trend of online instruction, and the mindset of the students who thrive in an online environment. The discussion encourages to explore if converting the traditional course format to an online format is sufficient to align with the paradigm of the 21st century learner.

Presenter: Dr. Ahmad Khan, Capella University

Dr. Khan completed his initial degrees in the field of network engineering and earned his terminal degree in management. He is a certified life coach. He works as a systems engineer and a data scientist in the telecom industry, and also as an educator with the Capella University. Dr. Khan draws from his diverse insights to study machine and human systems and enjoys exploring efficiency improvements.

Moderator: Dr. Cliff Butler