**Experiential Learning Online: Lost in Translation?**

Whether developing a new course or transitioning an existing course for online delivery, what do we lose in translation? In this session, we offer our perspectives and share example exercises we have used when teaching and developing online management courses. We hope to expand our network and create a rich hub of resources by inviting others to join us in the discussion. Whether you are new to online teaching or an experienced educator, this discussion will focus on sharing best practices and lessons learned in online learning environments.

Keywords: Online, experiential, discussion

**Introduction**. Provide a brief introduction that establishes the purpose and focus of the discussion. Describe what the intended outcome of the session will be and who the target audience is.

The prevalence of online instruction in higher education is increasing. Educators have mixed perspectives about online learning environments. Many come to virtual teaching experiences reluctantly and openly state their preference for in person, classroom interaction. A primary challenge, across management and organizational behavior courses, is the lack of face-to-face interactions, which impacts the building of relationships among students and with the instructor.

For us, teaching in an online format was not our preferred modality. We enjoyed the interaction and presence of engaging with students in a variety of activities in the classroom to deepen their learning. Whether due to changing student needs or having the ability to teach remotely, we have emerged as online educators and have developed new approaches for course design and implementation specifically for this format. We wish to explore how we can fully embrace this modality, rather than accept it as ‘second best’ by engaging with a network of international educators to share best practices and lessons learned. In addition, to participate in this roundtable discussion, no previous online teaching experience is required. We welcome your dialogue around this important topic so that we can all benefit and become more skilled educators.

**Theoretical Foundation/Teaching Implications**. Establish the theoretical context of the discussion. While an extensive literature review is not in line with the MOBTS presentation style, do briefly specify the relevant background literature that underlies the discussion topic. How will this discussion contribute to effective teaching and learning in the field of management?

This session is based on the theoretical underpinning that adult learning is fundamentally a social process (Kolb, 2014; Jarvis, 2011) and the practical reality that when teaching hybrid courses or those which are offered solely online, we are navigating a learning experience characterized by physical distance and technologically moderated interactions. For almost two decades (Greco, 1999; Goodyear et al, 2001), education researchers and educational designers in higher education have been exploring the impact of online learning, delving into concepts such as developing student engagement and trust (Coppola, et al. 2004) and creating a sense of “the “human touch” (Bowman, 2014).

Many of us in academia have been aware of these conversations from reading articles in the *Chronicle of Higher Education*, or through sessions at annual academic conferences, but now it is increasingly clear that the online teaching environment is no longer something we are hearing about. For many management educators teaching in virtual classrooms has become the reality, as our institutions undergo a fundamental shift, redefining the communities we educate and how we deliver that education (Greco, 1999; Friga et al, 2003).

While the online learning environment is a new landscape, requiring new approaches to engagement and course design, we believe the keys to adult learning still involve relationship, engagement, trust, and the human touch. This session will identify best practices from the field for course design, exercises, and student engagement.

**Session Description.** Provide an overview of what you will actually do in the MOBTS conference session. Include a timeline for the session and how participants will be involved. Remember, reviewers are looking for participant engagement in these sessions.

0 – 5:00 Introductions and Agenda Overview

5:00 – 10:00 The Online Environment: Observed Differences from In Person

10:00 – 20:00 How do you bring life to a lifeless environment?

20:00 – 40:00 Share examples of exercises

* Padlet app as an online whiteboard
* Zoom for role plays
* 20 Questions Exercise
* Coaching Circles
* Discussion Board Approaches
* Strategies for Instructor Engagement
* Examples from Participants

40:00- 60:00 Summary of Key Takeaways with Participant Input

**Citations:**

Bowman, J. (2014) *Online learning in music: Foundations, frameworks, and practices.* Oxford University Press.

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Goodyear, P., Salmon, G., Spector, J.M., Steeples, C., & Tickner, S. (2001). *Educational Technology, Research, and Development,* 49(1), 65-72.

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