**TITLE: From Lemons to Lemonade: New Recipes for Success in a Post-Pandemic Teaching and Learning Environment**

**Abstract**

The Pandemic gave us all lemons and we embraced both the sweet and the sour of the experience. As we navigate a post-pandemic world there is much to learn from the technology, workarounds and innovations that created new ways of working for us in our teaching and the administration of our learning environments. Drawing on the foundations of problem-based learning this roundtable aims to connect with other faculty to explore how this experience took us steps forward, but also may be requiring some steps back.

**Key Words:** Teaching, Pandemic, Innovation

**Introduction**

Change and paradigm shifts create opportunities for innovation. The Pandemic gave us all lemons. It called on all of us to embrace both the sweet and the sour of the experience. While we all may still finding our way through this challenge, many of us found a way to make lemonade from the lemons and lessons of the pandemic. As we navigate a post-pandemic world there is much to learn from the technology, workarounds and innovations that created new ways of working for us in our teaching and the administration of our learning environments. We have assembled a diverse panel of educators and administrators who will share their new best practices (aka lemonade recipes) for teaching and learning in a post-pandemic environment.

This roundtable seeks to create a discussion between management instructors at different levels and from various disciplines and responsibilities as to how to best learn from the instructional changes brought on by the pandemic. We will consider how some of the teaching modalities (hybrid, online asynchronous, online synchronous) might still be used as universities reemphasize face-to-face learning; how activities developed for pandemic teaching can be adapted to the return to the classroom; how we can incorporate technologies like Zoom, Teams, etc. into our face-to-face classes; and how we can bring the empathy and compassion shown during the pandemic to our interactions with students moving forward. The goal of this session is to encourage a lens to evaluate our instructional activities over the past two years with an eye towards how we will teach in the future. Participants will explore how we, as instructors, can reinvigorate our classes by incorporating the lessons of pandemic teaching rather than just returning to our pre-pandemic designs and ways of working from February of 2020. This is an opportunity to stabilize, reinforce and share our teaching and administrative innovations.

This roundtable should be of interest to the members of the Management and Organizational Behavior Teaching Society for several reasons. This session will help members reflect on their experiences teaching over the past two years and consider what techniques and approaches are beneficial outside of the pandemic context that could be continued to make content delivery more effective and improve the student experience. Instructors everywhere were forced to change how they administered their courses in 2020. As with all innovation, there is true value in incorporating some of the practices implemented during the pandemic in our classes past the emergency period. This is akin to making lemonade out of the lemons the COVID-19 pandemic produced.

This roundtable addresses skill development regarding effective teaching, instructional methods, and engagement strategies. This workshop can help improve learning for both the attendees and the respective students they will engage with in their classrooms. The pandemic forced many instructors to use methods and strategies they would likely not have considered otherwise. Recognizing these methods and strategies may be useful moving forward can improve both the student and instructor experience.

This roundtable also speaks the purpose of promoting the interchange of ideas among those interested in educating and developing managers. The moderating hosts have all identified aspects of their pandemic teaching that can be utilized in the future that they are willing to share. We see this roundtable as an excellent opportunity to share these experiences as well as learn from session attendees’ experiences in an attempt to foster a discussion amongst members as to what practices can be effective in the post-Covid normal.

**Theoretical Foundation/Teaching Implications**

Change and paradigm shifts create opportunities for innovation. As educators, were engaged with a once in a lifetime ill-structured problem and our universities scrambled to provide guidance. We became students ourselves learning new ways to teach, engage and navigate new technologies. Our experiences resembles what Barrow and Tamblyn (1980) defined as problem-based learning (PBL). A process of moving from an ill-structured problem to understanding and resolution of the problem. It is counter to the tradition teaching paradigm as an approach and highly similar to what we experienced but as faculty learners.

Peterson (2004) says that the traditional teaching paradigm involves teaching some content to students, allowing the students to practice the content, and then assessing that the content has been retained by the students. In the traditional teaching paradigm, students are usually passive recipients of knowledge that they then reproduce on some form of assessment, usually a test. In problem-based learning, the students are presented with an ill-structured quite often complex and ambiguous problem without any instruction first. In this teaching paradigm the students become active learners and in this situation University teaching and learning support and the administration became the facilitator supporting and guiding us (in some cases more and in some less) as faculty in our attempts to solve this real-world problem (Ungaretti, Thompson, Miller, & Peterson, 2015).

The PBL process develops many critical skills such as critical thinking and problem-solving skills, problem synthesis skills, imagination and creativity, information search and evaluation skills, ability to deal with ambiguity and uncertainty, oral and written communication skills, and collaboration skills. The process is most successful when discussed and debriefed with others who have engaged in the experience. On some campuses, this discussion is not happening for faculty. We would like to use this opportunity to connect with other faculty to explore how this experience of problem-based learning and advances in technology are some steps forward, but also are requiring some steps back.

**Session Description**

This roundtable will include a brief introduction of the hosts, participants, and purposes for the session. The first 5 minutes of the roundtable will consist of the moderating hosts to introduce themselves, explaining their current roles very briefly and leading the attendees in a quick introduction of name, role and institution. The goal is to create a shared understanding of who is in the session, to highlight the range of experiences represented by attendees.

The discussion starts with each host sharing an insight or a challenge they are noticing or experiencing with students as we have emerged out of the pandemic as a means to prompt everyone’s thinking. Host(s) will then moderate a conversation amongst attendees around new and old techniques that could be introduced, kept or re-introduced for to improve the classroom experience. The conversation will proceed with interested participants offering their own experiences and challenges followed by a host-moderated conversation on that issue. The roundtable will proceed as the concerns and shared and discussed until the time is expended or the conversation is exhausted whichever comes first.

At the conclusion of the roundtable, the host(s) will use the last 5 minutes for a brief wrap-up segment, acknowledging the work shared and suggesting opportunities for future engagement. The panel was formed with the intention of including presenters with a range of roles, institutions, and experiences to give attendees the richest discussion possible.