INNOVATIONS IN TEACHING AND LEARNING IN THE COVID-19 CRISIS

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Double-Blind Peer Review Process
Every chapter in this book was individually double-blind peer-reviewed by experts in the discipline. The editors ensured that a double-blind peer review process was done on each of the chapters.

Peer Review Declaration

The COVID-19 pandemic challenged higher education institutions (HEIs) to adopt new ways of doing things, and technology became the backbone for the teaching and learning process. These chapters in this book were written by experts in different technology fields and have researched teaching and learning in higher education institutions (HEIs). The book Innovations in Teaching and Learning in the COVID-19 Crisis is a well-thought-out academic, ready-to-use book that contains original and empirical research work from experts. The research work from experts involves literature and practical grounding that makes teaching and learning during and post COVID-19 pandemic possible through technology. Both quantitative, qualitative, and mixed research methods were explored in this book, providing the reader the opportunity to reflect and present innovative teaching and learning during and post the COVID-19 pandemic period. The book further provided strategic insight into innovative ways to handle teaching and learning during and post-COVID-19 pandemic, emphasizing technological application in the teaching and learning process.

A good number of submissions were received when the call for papers (chapters) was made. The editorial board members rigorously screened all the submitted chapters, and only the best ones were considered. The considered ones were subjected to plagiarism check using *Turnitin Plagiarism Check,* and after which a rigorous double-blind peer-review process was done by two experts in the chapter subject area. The review report was recorded and kept by the Editor-in-Chief and can be retrieved upon request in the case of inquiry. The review reports received from the reviewers were further screened for consistency before sending to the respective authors for corrections. In the end, all the chapters were subjected to language editing, and the report was preserved in possession of the Editor-in-Chief.

Every chapter's content contributes to HEIs technological teaching and learning processes during and post COVID-19 pandemic crisis. Some chapters provide empirical and practical evidence that can provide deeper insights for students, lecturers (teachers), researchers, practitioners, and other stakeholders to understand the crisis period's practical teaching and learning process. Each chapter seeks to provide answers to existing academic research questions and solutions.

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Preface

In late 2019 and early 2020 till now, the education systems globally were hit with the insurgence of the COVID-19 pandemic. Many educational institutions were not adequately prepared to host online teaching and learning activities because structurally, they were ill-prepared. Therefore, educators need to innovatively come out with workable strategies to assist in the effective delivery of teaching and learning activities at all educational levels. This book scholarly explores possible innovative strategies that could be implemented to enhance teaching and learning during the sudden strike of the entire educational systems in countries following the outbreak of the COVID-19 pandemic. It discusses theoretical and practical approaches in implementing various learning management systems, digitalizing knowledge management practices, and offering psychological strategies for both students and teachers to adapt to the technological swings brought about by the COVID-19 pandemic.

Specifically, twelve (12) chapters in this book present some of the time-tested and innovative approaches used by educators globally in deploying teaching and learning amidst the COVID-19 pandemic. *Chapter One-Teaching & Learning during COVID -19* illustrates e-learning practices among large student groups with the aim of evaluating the mediating roles played by configuration, metadata and statistical research. *Chapter Two-Students Psychology towards the Technological Changes in the Education Sector* highlights the emotional conditions and possible mental health challenges associated with the sudden switch to online education, especially among students. This was seen as crucial to provide awareness of the often-ignored negative implications of technological approaches to teaching and learning and offer solutions to eradicate them. *Chapter Three-Impact of Learning Management Systems in Tourism and Hospitality Education in Bangladesh* discusses how learning management systems could be deployed in achieving better management of educational courses within the tourism and industry field of study within the Bangladesh context. *Chapter Four-Impact of digitalization in organizational learning and knowledge management* explores the existing knowledge management (KM) practices and how they can be digitized to enhance their deployment in this COVID-19 period when education has been moved online in many educational institutions. It highlights the demerits of existing knowledge management practices and highlights how digitization could be used to ameliorate the challenges to enhance better teaching and learning experience. *Chapter Five-Exploring Asynchronous and Synchronous E-Learning of Management-Business' students in The Independent-Campus Program, Indonesia* comprehensively discusses the merits and demerits in the use of various applications for embarking on distance and e-learning from the perspectives of students in Indonesia in relation to their abilities in the use and understanding of each of them in the teaching and learning processes. *Chapter Six- Industry 4.0 technologies applied in Teaching & Learning* highlights the application of industry 4.0 and how it has and would impact the changes in learning in areas of quality of thinking, usage, and innovation in global educational contexts. It discusses how Industry 4.0 technologies powered by Artificial Intelligence applications assist in building comprehensive knowledge repositories for teaching and learning in and beyond the COVID-19 period. *Chapter Seven-Learning content development using Generative Pretrained Transformer (Modelling a Decision Matrix)* describes how multi sentential texts could be generated using the generative pretrained transformer in simplified and elegant forms to enhance

language development and studies in teaching and learning within and beyond the period of COVID-19. *Chapter Eight-Applying the Monitor Model Theory on Online Language Teaching and Learning* explores the adaptation of the Krashen Monitor Model Theory in the effective teaching and learning of second language acquisition. It presents innovative ways that language instructors in educational institutions could tactfully adhere and implement the Monitor Model Theory during online language lessons to achieve excellent learning outcomes. *Chapter Nine-Fostering Learner Autonomy: Key to Advancing Learning in Post Covid-19* illustrates how the theories of learner autonomy hinged on the pioneering works of Fishbein and Aizen could assist students in gaining independence in their learning in the COVID-19 period and beyond. Also, it touches on how learners' readiness as well as instructors' constraints could be effectively addressed through the innovative enhancement of learner autonomy in the virtual and face-to-face classroom settings. *Chapter Ten-Video-based courseware for Learning Management Systems envisioned on Student Learning Outcome and non-cognitive skills* innovatively explore the use of high-quality video modules housed on learning management systems such as Moodle in deploying effective teaching and learning. The video-based courseware was developed meticulously following the Gagne model's nine steps for easy downloads by instructors and students in their teaching and learning activities. *Chapter Eleven-The role of the University in industry networking through academic spin-offs* discusses the relevance of ensuring university-industry linkages in the transfer of knowledge and technologies in improving the operational activities and service models for regional economic development, tactfully positioning both industries and universities to compete with the high demands of the global market. *Chapter Twelve-Innovation in Hospitality Management Education: empirical evidence from University of Naples* presents various innovative strategies in the teaching and learning processes in hospitality management education with the case of the University of Naples in Italy. It offers general applications for the teaching and learning of other programmes in different country contexts, especially in this COVID-19 period.

We hope that this book that offers innovative strategies in carrying out teaching and learning activities within the COVID-19 period and beyond would be a great tool to assist educators globally.

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