ONLINE EDUCATION: TEACHING IN A TIME OF CHANGE

• Paper / Proposal Title:


• Author(s) Name:

Stefania Cassar, Maxted Neal, Carina Paine Schofield

• University or Company Affiliation:

Hult International Business School

• Abstract (300 words):

When Covid-19 forced universities to close in 2020, there was a well-documented shift to online learning. The end of national lockdowns, however, did not signal a return to business as usual. Come September, some students returned to campus and some continued their education online; some faculty returned to the classroom while others had to work from home. Quarantine rules changed weekly and students were inevitably caught up in this quagmire of changing rules and restrictions. This paper argues that hybrid learning models such as Hult Business School’s Limitless Learning (LL) initiative is an effective response to this kind of situation.

LL uses digital tools and platforms in conjunction with tracking cameras and microphones to enable off-campus students to join ‘hybrid’ classrooms and interact and collaborate with their onsite professors and peers in real time. It can incorporate and extend Flipped learning and Active blended learning strategies and techniques that have been found to increase student engagement and learning (Maxwell & Armellini 2018; Nojkovska 2020; Vaughan 2014).
This paper explores the efficacy of a range of digital tools and platforms in the context of a hybrid classroom. It does so by looking closely at the experiences of two faculty members and their 300+ students across a range of UG courses at the London campus of Hult. It documents their attempts to adapt their teaching methods, learning activities, digital tools, and assessments to exploit the strengths and offset the weaknesses of the hybrid classroom in their first term of experimentation with LL. Qualitative and quantitative data from students and faculty will be presented. The results and discussion will explore how well LL enables the hybrid classroom to function as a genuine site of collaborative learning, to broaden access to HE and to implement a more personalized learning experience. These findings will be useful in the post-pandemic era, as institutions, educators and students alike seek to consolidate and adapt those elements of online and hybrid learning that worked for them during the pandemic. Ultimately assisting in the redesign of programs and courses and help ensure a smoother transition for all stakeholders.

• Author(s) Biography (200 words each):

Dr. Stefania Cassar
Stefania joined Hult in January 2002. She obtained her Ph.D in 2005 from Royal Holloway, University of London. She is interested in psychoanalytic studies and the psychosocial, and literary and critical theory. Stefania is strongly committed to interdisciplinary research, especially the links between science, literature and popular culture. She is particularly interested in the impact that emerging technologies such as robotics and AI are having on the workplace, the individual, the classroom and society. Stefania is also committed to pedagogy that foregrounds active learning, and is conducting research on the flipped classroom and on active blended learning.

Between 2002 and 2004 Stefania led seminars in literary theory at Royal Holloway.

Her main interests are in contemporary literature and literary theory. Stefania is also interested in the way the city of London and Londoners are represented in contemporary literature and film.

Max Neal
Max is an undergraduate Adjunct Professor at Hult International Business School, and Adjunct Faculty at Hult-Ashridge Executive Education.

Max teaches Introduction to Psychology and Neuroscience, Exploring Self and Society, Sports Management, Business Decision Making and Management Psychology at undergraduate level.

His specialist area is the use of Heart Rate Variance (HRV) to measure and analyse burnout, recovery and stress in elite athletes, military personnel and senior leaders. By
analysing HRV data, Max builds a personalised picture of your physiology to take a data-based approach to improving resilience, performance and wellbeing.

Max delivers HRV and resilience programs across the Middle East, the United States and in the UK, working with businesses, governments, the military and elite sports teams. Prior to working with organisations using HRV, Max worked as a performance analyst and coach developer in elite professional and Olympic sports. Max uses this experience to help participants improve their performance through understanding and improving their physiology.

**Dr. Carina Paine Schofield**

Carina is a highly experienced researcher. Her research interests are in the areas of psychology (social, developmental, organisational, educational and forensic) and technology (AI and the effective use of technology in enhancing learning).

Carina's first degree was in Applied Psychology and Computing. Following this, she gained a post graduate diploma in Psychology and a PhD in Psychology from The Open University. She is a member of the British Psychological Society.

Prior to joining Ashridge Hult Carina worked for several years at the Open University, as a post-doctoral research fellow and as a consultant. She also worked as a researcher at the market research company Ipsos MORI in the area of employee relations.

The nature of Carina's research experience is interdisciplinary in terms of its strong link between theoretical and applied social science research in a number of settings. She has presented at various national and international conferences in the disciplines of both psychology and computing, and has also presented her research as an invited speaker on several occasions to practitioners and policy makers. Carina has published papers in the areas of psychology, education, computing and online research.