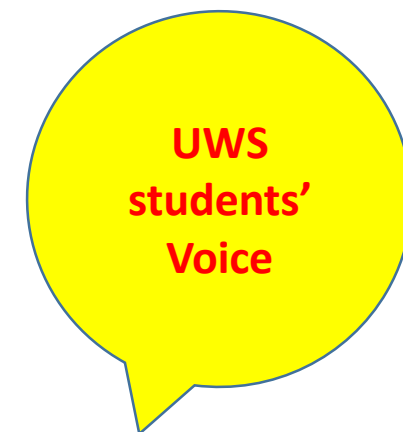


Deploying Emotional intelligence in UWS business school hybrid learning change

- Emotional intelligence is highly relevant in higher education context particularly traits of empathy and inspiring others (Parrish, 2015).
- An emotionally intelligent academic can recognise and use their own emotional states and others to solve problems and regulate behaviour (Salovey and Mayer, 1990; Goleman, 1995).
- It is also critical in facilitating radical changes for instance the move to hybrid learning model at UWS business school (Parrish, 2015).
- The two students survey project are the product of UWS academic emotional intelligence competency as adopted from Goleman (1995).



STUDENT ENGAGEMENT



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Stage ONE

Investigating students' support for learning experience during COVID-19 & the way forward



Research aim

- **Research aim**

A key objective of this research project is investigating UWS students experience of online teaching in March 2020 and formulate a resilience action plan that supports students in the learning process during 2020/21.



1110 Responses

“The survey was distributed to UWS students from 10 August to 1 September 2020.

In total there were 1110 responses of which:

- 364 were from the Business & Creative industries (BCI)
- 183 from Computing, Engineering and Physical Sciences (CEPS)
- 238 from Education and social science (ESS)
- 325 from Health and Life Science (HLS)”

UWS students experience on Communication during pandemic

UWS has done an amazing job in communicating continuously and on a regular basis with students. I would like to see the same level of communications throughout the new academic year.



UWS lectures were great during the pandemic; if I needed to contact lecturers they would respond via email as usual and made all the necessary adjustments for us



UWS students prefer Online teaching

I would prefer if online teaching continues in order to prevent illness due to the pandemic.



I strongly would prefer to have the teaching and support of this year to be digital and online based to allow for a more comfortable learning process



UWS students experience about online teaching during pandemic

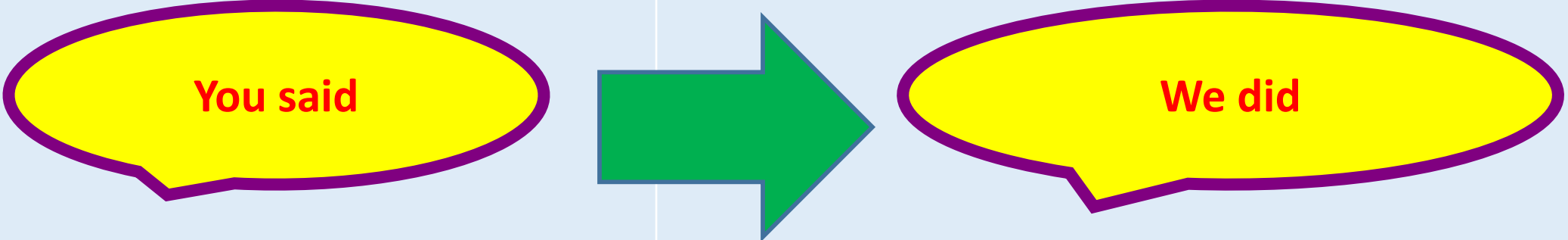
I am glad to have a wonderful experience with online teaching back in March. Great support from lectures. I would like to get the same experience this year



Online support chats with teachers

During the last term and at the start of lockdown it was helpful that our lectures took the time to host drop in sessions via Google hangouts and also allowed for live Facebook sessions for Q&As



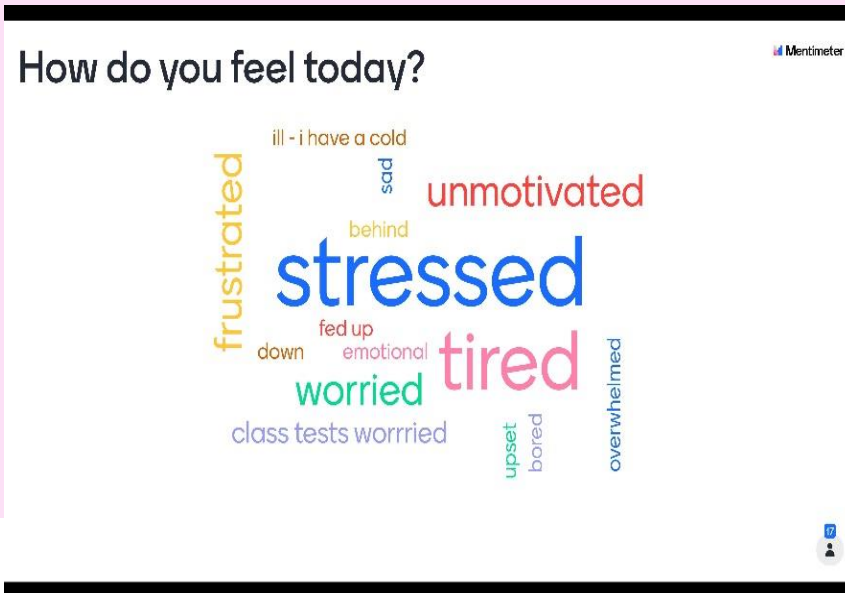
		
1	Online teaching to decrease Covid-19 cases	We deliver teaching on line
2	Pre-record Lectures (asynchronous)	Pre-record our lectures along with the original power point slides
3	Live teaching activities (synchronous)	We will run Tutorials live
4	More support and drop in sessions from Lecturers	Extra support sessions from the lecturer to engage students' learning
5	Extra Support from Teaching team	You will get support also from Year Leaders, Programme Leaders, etc
6	Training/instructions on the online platform that will be used	Clear instructions on the online platform will be uploaded on Moodle
7	Support from Professional Services	You will get any support you need as usual
8	Continuous communication	We will try our best to do so as usual

On Module level

- **Research aim**
- **The two authors have used the outcomes of Stage ONE to inform their teaching I terms of designing, using the relevant platform, the online delivery, etc....**

Empathy during pandemic and lockdown phases

Converting overwhelming negativity and building resilience in students before the second Lockdown.



Positive Quotes

- “Make Sure you test positive for faith, keep your distance from doubt and isolate your self from fear”.
- “2020 is not the year that you get what you want it is the year to appreciate what you have”
- “Your smile is your logo, your personality is your business card, and the way you make others feel is your trademark”.
- “Use your voice for kindness, your ears for compassion, your hands for charity, your mind for truth and your heart for love”.
- “Kindness begins with the understanding that we all struggle”
- “We are all in this together. Be kind to your self and to others”

please list the most 3 common words (sentences) you heard during online teaching in 2020?



Stop-Start-Continue in week 3

More examples to practice on questions	I appreciate the support zoom sessions and the pre-recorded videos are brilliant
Past papers to be available on Moodle	
Make moodle page easy to navigate through stuff	keep providing the fantastic support
	the pre recorded videos, the calculations ones are very helpful
We responded to their comments the following week- please read below	Even though we are not in uni, we have got enough support to help us. if one of us has a question Abeer and Dalia always reply fast!
 • Past papers made available as it was hidden from students for the start of the terms, • • More practice questions uploaded on each topic on Moodle to allow students to practice	Pre-recorded lectures are great and the example questions on moodle are also very helpful and beneficial
• reorganized (VLE) Moodle to make it easy to navigate through	continue with the pre-recorded lectures

Students feedback at the end of the term

Dr Abeer and Dalia really made an effort to always check in with students in this tough time not only academically but mentally as well which was brilliant.	I like that Abeer and Dalia spoke a lot about mental wellbeing. It helped me a lot.
Positive thinking staff is all that students need at this difficult time. Really appreciate their approach to teaching. Thank you it was lovely to had you as a teachers	Was presented in a clear and structured manner very professional and found all the classes very helpful and enhanced my learning and skills
The way in which the lectured were carried out were very fun and good to learn mainly due to the games/quiz's provided. Additionally the module was taught in an excellent way to keep it interesting by the lecturer.	improved learning good amount of support helped us to achieve
Very supportive teachers	course ran very smoothly and lecturers communicated well
Always looked forward to the classes with Dr. Abeer and Dr Dalia. Always so positive and helpful. They have both helped me understand the unit better and always approachable to ask if unsure. I am now thinking of pursuing a career in Management Accounting as after this term I have enjoyed the subject very much	Menti metre and other online teaching apps really help with learning



STUDENT ENGAGEMENT



UWS students' Voice

Stage Two

Investigating UWS students' experience of online learning



Research aim

- **Research aim**

The research team is investigating students' experience of online learning. We are very keen to learn whether the hybrid learning approach worked well with you so far: synchronous (live) online teaching and asynchronous (pre-recorded) online teaching.

A key objective of this research project is to formulate a resilience action plan that supports students in the learning process even more..



“The survey was distributed to UWS students from 4th November to 14 December 2020. In total there were 800 responses of which:

- 350 were from the Business & Creative industries (BCI)
- 108 from Computing, Engineering and Physical Sciences (CEPS)
- 171 from Education and social science (ESS)
- 171 from Health and Life Science (HLS)”

Investigating UWS students' experience of online learning-



Main Results:

- Surprisingly, online teaching experience reflection overall seems excellent.
- Students have endorsed the academic teams in all departments and the university leadership through the pandemic.
- UWS Students are aware that the university is doing its absolute best in comparison with other higher education institutions. Particularly, having live lectures and tutorials seems to be a step up from what other universities are offering
- Students benefit from Hybrid approach learning (both synchronous and asynchronous methods) as it contributes more to their learning journey.



Investigating UWS students' experience of online learning-



- Synchronous lectures and tutorials were more favourable to students.
- Students tend to like activities where the lecturer is more involved. Students like encouragement and verbal feedback while attempting activities in live sessions. They do not like Breakout rooms.



Investigating UWS students' experience of online learning-



- Asynchronous lectures gave students the freedom of time (watching videos whenever it's suitable). However, Shorter videos were recommended.
- Most students access their learning materials daily using a PC. However, smartphones were the second user access.
- Teams and Zoom are rated the friendliest platform while Google and WebEx are falling behind. Even though MS teams are rated the friendliest platform for is the ability to share files with students. However. it was described as “glitchy”.
- This is associated with the MS team’s long delay in unmuting for speakers (Students miss their chance in speaking from these delays), no private questions for lecturers (all questions or comments can be seen by everyone unlike zoom), chat often has the same delay problem.



Recommendations (and emphasized good practices used in UWS)



- Lecturers are recommended to trim asynchronous videos. Videos should be between 5-10 minutes, linking each video to the learning objectives.
- More activities in synchronous lectures like quizzes to make sure students meet the learning objectives.
- Group works can decrease the lack of motivation and the sense of isolation within students.
- Disability support and advice should be strengthened more during these difficult times.
- As per current UWS policy, cameras should not be mandatory to attend classes.
- The hybrid teaching model is still the way forward.

