
TEACHING IN TIMES OF PANDEMIC, CONVERGING TOWARDS A HYBRID SCENARIO

LA DOCENCIA EN TIEMPOS DE PANDEMIA, CONVERGIENDO HACIA UN ESCENARIO HÍBRIDO

Ruben Nicolas-Sans*

<https://orcid.org/0000-0002-9234-5764> (ORCID iD)
ESIC Business & Marketing School, ESIC University, Spain

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Javier Bustos Díaz

<https://orcid.org/0000-0001-7932-7986>
ESIC Business & Marketing School, ESIC University, Spain

Jesus Alvarez Valdes

<https://orcid.org/0000-0001-7914-7715>
ESIC Business & Marketing School, ESIC University, Spain

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ABSTRACT

Hybrid model, online synchronous model, synchronous and blended model: over the last year, teachers have had to adapt to a series of regulatory changes because of the pandemic caused by the SARS-CoV-2 virus, especially in the university environment. In this sense, planning classes has become a suggestion, since in a single semester, different ways of teaching have been employed ranging from 100% synchronous to hybrid. This raises the following question: how have teachers adapted to the changes? Have they changed the way they teach, what are the most commonly used teaching methodologies today? Similarly, has the technological leap been a real problem when changing from the 100% face-to-face model to the different varieties that the health authorities have allowed us to use?

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*Corresponding author: ruben.nicolas@esic.edu

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For all these reasons, the present study aims to analyze the impact of the application of the different educational models at the university in order to discover the main obstacles teachers have found during this period, and, above all, to study the main methodologies used during this period. To do this, we have carried out a survey among the teachers of the ESIC Business and Marketing School in Barcelona, which has allowed us to collect quantitative and qualitative aspects. As for the conclusions, initially, we can say that there has been a radical change in the way in which classes are being taught. Lectures have almost completely been abandoned and great value is being given to group work and projects. Finally, one of the most outstanding aspects in the conclusions is that teachers emphasize the importance of recycling and methodological innovation in order to continue implementing new teaching methodologies.

KEYWORDS

teaching; covid19; education; digital divide

RESUMEN

Modelo híbrido, modelo síncrono online, modelo síncrono y semipresencial: durante el último año el profesorado ha tenido que adaptarse a una serie de cambios normativos a causa de la pandemia provocada por el virus SARS-CoV-2, especialmente en el ámbito universitario. En este sentido, la planificación de clases se ha convertido en una sugerencia, ya que en un solo semestre se han empleado diferentes formas de enseñanza que van desde la 100% sincrónica hasta la híbrida. Esto plantea la siguiente pregunta: ¿cómo se han adaptado los docentes a los cambios? ¿Han cambiado la forma de enseñar, cuáles son las metodologías de enseñanza más utilizadas hoy en día? Del mismo modo, ¿ha sido un problema real el salto tecnológico al pasar del modelo 100% presencial a las diferentes variedades que las autoridades sanitarias nos han permitido utilizar?

Por todo ello, el presente estudio pretende analizar el impacto de la aplicación de los distintos modelos educativos en la universidad con el fin de descubrir los principales obstáculos que ha encontrado el profesorado durante este periodo y, sobre todo, estudiar las principales metodologías utilizadas durante la misma. este periodo. Para ello, hemos realizado una encuesta entre el profesorado de la Escuela de Negocios y Marketing ESIC de Barcelona, que nos ha permitido recoger aspectos cuantitativos y cualitativos. En cuanto a las conclusiones, inicialmente podemos decir que se ha producido un cambio radical en la forma de impartir las clases. Se han abandonado casi por completo las clases magistrales y se está valorando mucho el trabajo en grupo y los proyectos. Finalmente, uno de los aspectos más destacados en las conclusiones es que los docentes destacan la importancia del reciclaje y la innovación metodológica para seguir implementando nuevas metodologías de enseñanza.

PALABRAS CLAVE

enseñanza; COVID-19; educación; division digital

INTRODUCTION

The new scenario that has come into being since the declaration of the state of alarm on March 14, 2020, due to the spread of the health pandemic caused by the covid19 coronavirus, has changed our way of life, and has led to total and partial restrictions on movement, capacity limitations and a mandatory use of masks. The world has changed and our society, at all levels, with it.

In this abrupt rupture, education, at all levels, has had to readapt to a new space (Assunção and Gago, 2020), making the leap from a face-to-face model to an online one in a short period of time and where one must be aware that "Added to the natural resistance to change that people have are the technical limitations of systems prepared to give specific computer support to activities that are mostly face-to-face and the reluctance and lack of decisive support from certain key factors in the political and academic management of this process" (García-Peñalvo and Correl, 2020, p. 21).

This has been a complex transformation full of challenges, as pointed out by Cifuentes-Faura (2020), the transition from face-to-face to online teaching does not consist of converting the classroom into a digital space, but of assuming a new way of understanding teaching. At the same time, as Ratten (2020) notes "In a technological world, universities are trying to become more involved in the community, since the success of a university lies in its relationship with the community" (Ratten, 2020, 755).

Consistent with Ratten's (2020) findings, Aristovnik (2020) adds that, generally speaking, students have had the perception of involvement on the part of universities in terms of faculties and departments of public relations, especially in times of total confinement.

As part of this change, ESIC Business and Marketing School decided to reinvent itself by updating the classroom model to create a space where students can always be connected. As a result of this idea, and of the teaching innovation process that characterizes this institution, the model known as Transformative Learning by ESIC was created. In this new scenario, the teaching and research staff have an essential role and at the same time a great challenge: to adapt to a hybrid space based on cycles where all students feel part of the class at all times.

To this end, the organization is committed to the digitalization and updating of teachers by providing them with the necessary tools to carry out this objective as well as the necessary training. Based on this, the present research aims to analyze the impact that the implementation of Transformative Learning by ESIC has had on teachers.

This objective is materialized through several elements. Firstly, the theoretical framework addresses what Transformative Learning is and how it is applied, and secondly, we set out a series of secondary objectives. The first one, to identify the main teaching methodologies created from the implementation of this model, and the second one, to analyze the teaching needs, in technological terms, during this period.

At the same time, and this is where the value of this text lies, the survey collects the best teaching practices that have been developed to address this situation and how in some cases traditional methodologies have been adapted to respond to specific needs and that students have been able to acquire the appropriate skills for each subject. In short, as Teräs et al (2020) point out, during the pandemic, all educational institutions have made efforts to continue teaching and

training their students which has been the case of ESIC's adaptation and response.

LITERATURE REVIEW

As discussed in the previous section, since the beginning of 2020, the COVID-19 pandemic (caused by the SARS-CoV-2 virus) has brought the world to a near standstill (Aristovnik et al, 2020). In each country, the official decree of confinement has changed from day to day, but finally, the world has had to accept the reality that the most efficient way to stop the spread of the virus is by strict confinement.

According to Sapién (2020), in this context, in which measures of confinement and social distancing have prevailed as the main response to covid19, they have given a different value to technologies which has had a special impact within the educational and teaching environment in which teachers and students have radically changed their routines (Sapién et al, 2020, p. 321).

This generated a whole series of controversies and questions that Crawford (2020) picks up on by indicating, for example, the lack of 'home office' infrastructure, i.e., Crawford (2020) asks if teachers and researchers had the bandwidth and technology at home to stream or record classes, similarly, these questions are also raised on the student side. However, Crawford (2020) does not leave out a number of thought-provoking items such as what about accessing content from jurisdictions where Internet access is monitored and restricted by governments?

The fact is that it became necessary to move from a face-to-face form of teaching to an online form in a matter of days by breaking pre-established models and reconfiguring a space for an unknown duration within the difficulty of the situation. Moreover, as Assunção and Gago (2020) explain, "This is true for all higher education courses and programs, but it is particularly challenging for teacher training" (Assunção and Gago, 2020, p. 511). To this statement, we must add some issues raised by Crawford (2020) who questioned whether the "general skill sets needed to design and deliver online/virtual education, just to name a few, were available" (Crawford, 2020, p. 19).

However, Rodríguez and Buitrago (2014) had already stated that "Although technologies and mediations take a strength within the academic culture, they must be visualized and strengthened under other standards of flexibility, objectivity and academic treatment different from face-to-face. This is a challenge for education in the 21st century" (Rodríguez and Buitrago, 2014, p.16). That is, during the period of confinement and later, teachers had to accept and assume the challenge of moving to the digital world, but there are many authors, in addition to the indicated study, who had already warned of the importance of technology in this sector.

In this regard, Baladrón, Correyero and Manchado (2020) carried out a study analyzing the impact of covid19 on the digital aspect. According to this work, "All the teachers consulted stated that, in general, their knowledge of the online teaching environment has increased by more than 50% compared to what they knew before and 32% consider themselves sufficiently prepared to continue teaching non-face-to-face after this period" (Baladrón, Correyero and Manchado, 2020, P.271).

Based on this, the authors state that teachers have been able to update to new methodologies and have made good use of the different tools available to them, such as Moodle, Blackboard Collaborate or Teams, which have been the most used, according to the study (Baladrón, Correyero and Manchado, 2020, P.271). However, at this point an essential aspect must be clearly differentiated: learning new technologies that enable teachers to give hybrid or online classes is not the same as teaching methodologies.

At this point, it is necessary to consider another variable that has occupied much of the scientific literature linked to education and the period of confinement: evaluation systems. García and Corell (2020) summarize this issue in great detail:

"The focus of the problem has been, fundamentally, that the evaluation systems were very much oriented towards finalist tests and not towards continuous evaluation, the result, it must also be stressed, of a general lack of re-planning the subjects when the abrupt move to online was made. It was still a face-to-face approach adapted to an online context, but it was designed for face-to-face assessment and not through a medium that would pose problems to ensure the ethics of the process beyond the individual commitment of each student" (García and Corell, 2020, p.87).

In relation to this, Limon, Talbot and Quezada-Parker (2020) point to a series of basic premises that can be taken into account for online classes to have a positive success based on effectiveness. For these authors, technology plays an essential role, but they emphasize that the tool used to broadcast the class must be easy to use, at the same time, they warn that teaching an online class must be dynamic and add a series of resources to be implemented to make the class dynamic, such as short lectures, video clips, instructions for small groups, speakers and webinars (Limon, Talbot and Quezada-Parker, 2020).

Finally, another of the teaching models implemented during this period of time has been the hybrid model. This has aroused special interest because it allows strict compliance with capacity limitations and, therefore, with the hygienic measures necessary for today's day-to-day life. Authors such as Gallego et al (2011) emphasize the adaptability of this form of teaching and maintain that "In hybrid models, however, it is those activities which are difficult to carry out in face-to-face mode or provide some advantage in the electronic version that are chosen to be carried out virtually due to their characteristics. Thus, electronic activities have been used to modify different aspects of the courses, for example, theoretical classes, assignments, tutorials, communication and evaluation" (Gallego et al, 2011 p.38).

In summary, there is a change in teaching that has been brought about by the confinement caused by the pandemic. From a teaching point of view, it is necessary to assume the importance of continuing to teach theory and practice without neglecting either since both are complementary and necessary, and technological tools must be used to create new experiences while not forgetting essential factors. On this point, Batistello and Cybis (2019) qualify that "Knowledge can be considered the disciplinary contents, the part that contemplates the theory. Skills are the aptitudes to be developed in students during learning and can be considered the practical part. Attitudes are the actions that contemplate knowledge and skills. An attitude can be given with a skill and a range of applied knowledge, just as knowledge can be applied to several skills" (Batistello and Cybis, 2019, P.32).

Transformative Learning by ESIC

Education in general and higher education in particular, as explained in previous paragraphs, has had to be reinvented. Within the different ways of assuming change, some institutions have opted to create a model that meets current and future needs. In this case, we will analyze the proposal and what has been put into practice in ESIC Business and Marketing School. The school has created a new teaching methodology that assumes the change in teaching in two ways. On the one hand, as has been established, it is a model that combines the competency-based model and Student Center Learning, but at the same time, accepts that today's society is digital. Transformative Learning by ESIC has been inspired by the new ways of relating, living and working, and breaks away from traditional teaching models.

It is a teaching methodology that assumes current and future needs in two main forms. In this sense, the classroom becomes hybrid both in the time of mobility restrictions and in the future. Under this premise, mixed and flexible training that combines remote and physical attendance turns the classroom and the campus into infinite spaces that unite the best of both worlds: the latest technologies and personal contact. All this, guaranteeing the highest standards of teaching quality as well as constant interaction with the teaching staff, students and other areas of the school.

This model represents the sum of the following aspects:

- a) Student Centered Learning
- b) Realistic and possible
- c) Technological
- d) Simple in its approach
- e) Rapid implementation
- f) Innovative for the future
- g) Reliable: security and trust in the eyes of families
- h) Teaching Guarantee: as seen by the teaching community
- i) Differentiator: in view of the market

In short, all these issues have been unified in order to offer students a speedy, solid and coordinated response. The importance of offering students a viable alternative goes beyond the management or sustainability of any institution. It is about offering a guarantee to those who want to be trained that they can be trained under high quality standards. It is important, as always, to point out that the students of today are the professionals of tomorrow; our future depends on them. Based on this, Transformative Learning by ESIC assumes the current challenge and proposes everything that has been established. In terms of its development, the central services have worked to provide the necessary technology to the teaching staff. This allows us to distinguish three stages:

- 1) In the first stage, remote classes (given the confinement) were taught from the teachers' private homes. Therefore, in this first stage, software such as Zoom was provided for remote classes. At the same time, the use of Teams was extended and standardized at all levels.
 - 2) In a second stage, work was done to incorporate hardware (touch screens, microphones, monitors) in the classrooms for training in a hybrid format once the confinement ended.
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- 3) In the third, current stage, physical and remote classes were reestablished (hybrid model). Practice activities and exams were encouraged in a physical classroom setting, combined with remote activities, which has further enriched the experience.

METHODOLOGY

As we all know, teaching is going through a period of constant transformation and adaptation due to the situation generated by the SARS-CoV-2 virus. In this sense, in the specific case of Catalonia, we have been through several phases of adaptation and approach towards the model we are currently implementing. These changes have been determined by the regulations applied by the Government of Catalonia. Essentially, we can distinguish three stages:

- 1) Hybrid model: from the beginning of the course 20-21 until October 30. In this first phase, teaching had to be organized based on a series of criteria typical of the hybrid model, such as 50% of students in the classroom and the remaining 50% in online synchronous mode through Zoom. Once every two weeks, 100% of the class came to the center for practical activities, presentations and exams.
- 2) Online synchronous model: from November 1 to 30, due to an increase of cases derived from SARS-CoV-2, the Generalitat decided on the perimeter confinement of the municipalities of Barcelona. From this moment on, classes became 100% synchronous.
- 3) Synchronous and blended learning model: from December 7 until the end of the first semester, the Generalitat allowed students to come to the center on an occasional basis to carry out practical activities. In this case, the synchronous teaching model was maintained at the same time that, occasionally, the different groups came to the center to carry out certain activities on a scheduled basis.

The three scenarios described above have meant that teachers have had to readapt, modify and create different materials adapted to each specific moment. Based on this, the management of the ESIC Barcelona campus has proposed a survey that includes two essential aspects: teaching prior to SARS-CoV-2 and the new ways of teaching after the different scenarios described above.

With regard to this study, we have chosen to focus our work on Barcelona and specifically on ESIC Barcelona for two reasons of interest. On the one hand, with the approval of RD 555/2020, educational competences returned to the autonomous communities and each community implemented different public policies so the application of criteria was not homogeneous (Bustos, Mellén and Nicoclas-Sans, 2021), in addition, ESIC generated a response to the pandemic of which the purpose was not to survive the pandemic, but to create a system that would allow solutions to be found to any crisis situation that may occur in the future.

Secondly, this survey includes a qualitative part where teachers have been given a space to report on their best practices. In short, all this allows us to paint a picture of the teaching staff of the ESIC Barcelona campus. While we know what the most common practices were before the pandemic, we also know what type of teaching has been imposed since the pandemic.

To sum up, it is a survey with two main blocks: the quantitative, where all the teaching evolution is collected, and the qualitative, where a selection of the most common teaching practices among teachers after the pandemic is presented. This allows us to identify the strengths and weaknesses of this new model which, due to the evolution of the pandemic caused by SARS-CoV-2, will be with us for an undetermined period of time.

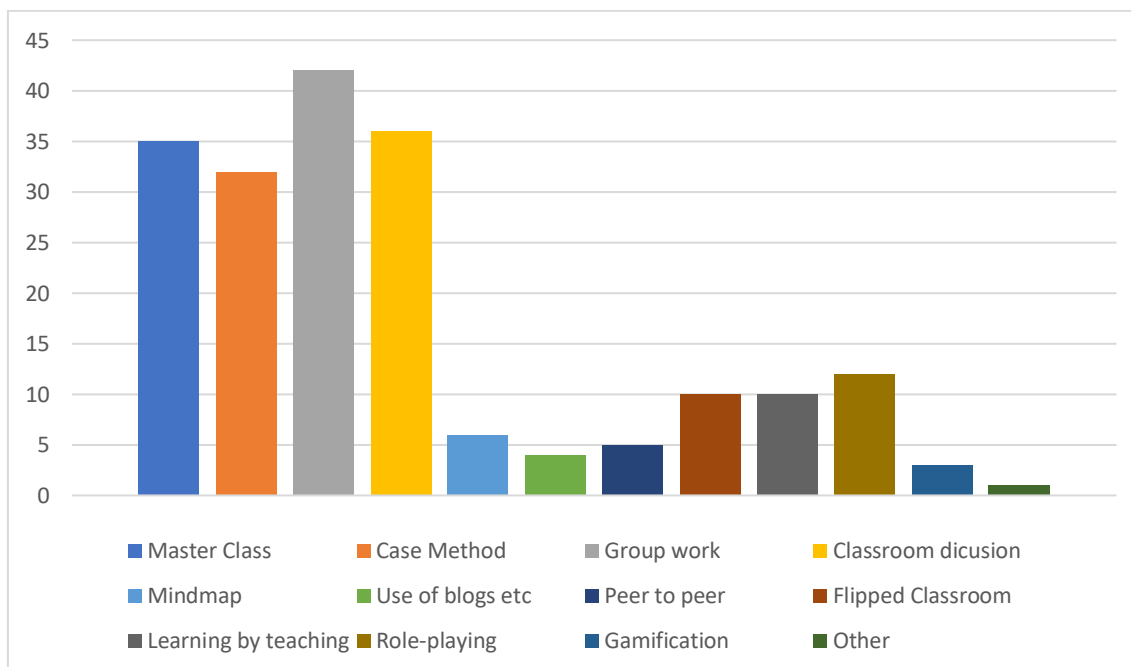
RESULTS

Based on the proposed methodology, the results obtained from the surveys are presented below and allow us to analyze the teaching transformation before, during and after the implementation of Transformative Learning. This allows us to know what the needs of the teachers are while establishing a series of methodologies that serve as a basis for the establishment of good teaching practices.

Analysis of the stage prior to Transformative Learning

The new context derived from the pandemic introduced the "Transformative Learning" model at ESIC. Has this new teaching methodology changed the way our teachers teach? The following question was asked to the ESIC Barcelona teaching staff: *Before the application of Transformative Learning, which teaching activities did you use most frequently? List the three most used.*

Graph 1 Most common teaching activities before Transformative Learning



As can be easily observed in Graph 1, the most common class design was based on four teaching typologies: group work activity, class discussion, master class and case method.

In addition to these options, teachers highlighted the following practices not stipulated in the list:

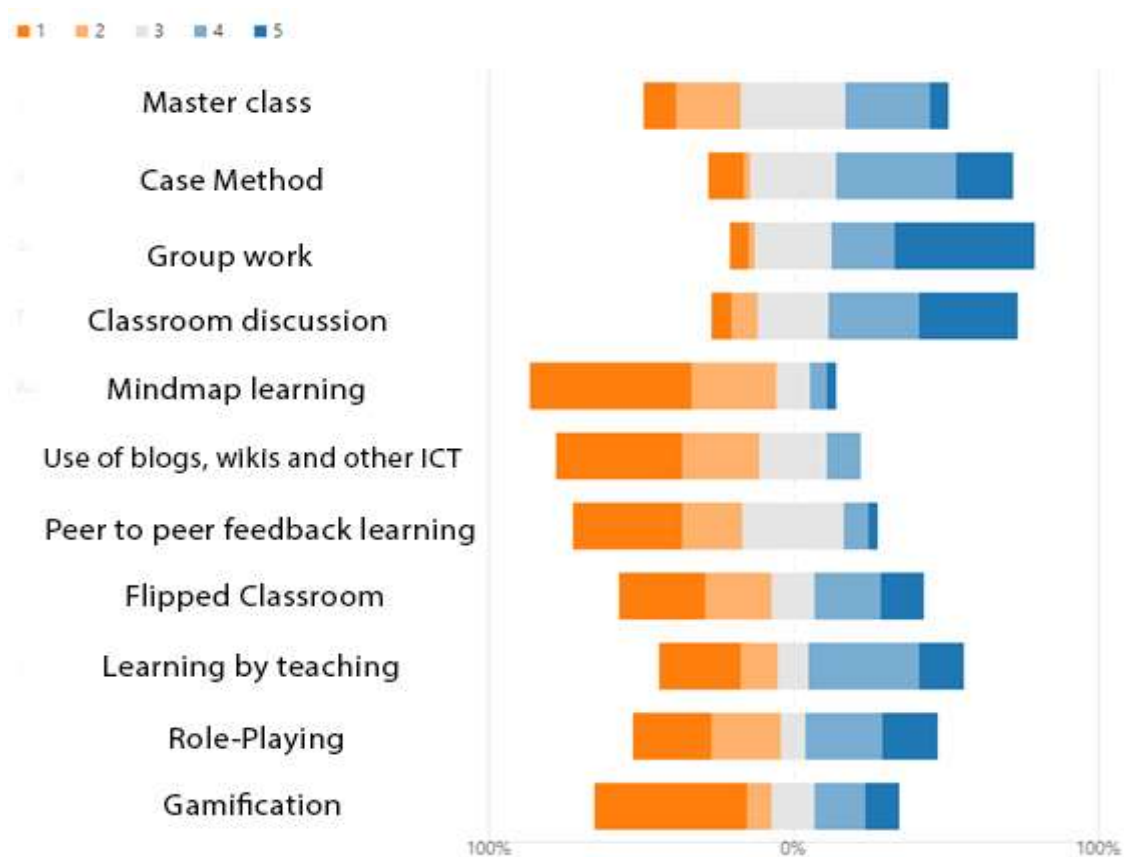
- a) Challenges and team competitions
- b) A focus on current events transferred to the subject matter to generate a concrete debate

In any case, the classes prior to the application of Transformative Learning by ESIC follow the lines of traditional teaching, where physical presence plays a fundamental role in the preparation of the classes.

Teaching and implementation of Transformative Learning

After moving to the "Transformative Learning" model, we were interested to know if the teaching staff had changed the way they taught. To this end, the following question was asked: *With the application of the ESIC Transformative Learning teaching methodology, what are the student-centered teaching activities that you have planned and are currently applying? (Where 1 is Little Used and 5 is Very Used).*

Graph 2 Student-centered teaching activities



Two essential issues stand out in this new stage. First, there has been a considerable reduction in the use of master classes. This fact can be interpreted under two variables. On the one hand, it is true that Transformative Learning puts the focus on other methodologies, but, additionally, we have to consider the different situations that have been described in section 1.

Group activity and class discussion, two methods that require student participation, have gained the most weight in this new stage.

Methodologies created or adopted by the teaching staff

Specifically, the survey collected more than 26 practices and activities carried out by our teachers during this first semester. Thus, from the qualitative part we highlight the following practices collected under the question: *In addition to the ESIC Transformative Learning teaching activities, what other activities do you use most frequently?*

- a) *Guest speakers* who present real cases to be resolved, hackathon, design thinking.
- b) Analysis of personal experiences and essays.
- c) Case studies based on real professional situations. - Exercises to analyze oneself, for example, in terms of productivity. - Development of essays on relevant topics of the course.
- d) Teamwork associated to real companies where theoretical concepts have to be developed in real situations. Examples are the Unilever case and other customized cases for the subjects CSR and Sociology where each team has to develop the contents in a real company where they have access to the company's information. The work progresses at the pace of the theory. Tutorial time is dedicated to each team and feedback is given for each of the three deliverables. At the end, there is a presentation of each team's work to the rest of the class.
- e) Watch the news in English (e.g.: BBC World News), encourage students to explain interesting news especially related to Marketing (e.g.: Christmas campaigns for stores in the UK).
- f) In the case of the Office IT course, the application of techniques discussed in class to continuous exercises has a positive impact. For example, in the area of presentations, improving and evolving a presentation that is started at the beginning of the course and presented at the end.
- g) The construction of didactic material along with the students. This provokes constant student attention in the sessions and deepens their critical reasoning and proactivity.
- h) Use of videos to present topics and provoke discussion.
- i) *PBL* Project Based Learning

Specific activities of the Transformative Learning era

One of the most interesting elements of this survey is the definition of the main activities that have been developed during this period. On this occasion, 100% of the participants in the survey answered the question: *What type of student-centered activity has given you the best results? Explain and substantiate. It will be disseminated as a good practice among the rest of the teaching staff if you so authorize.*

The following generalized practices can be extracted from this question as a manual of good practices for this new era of Transformative Learning by ESIC:

Main activities to be developed Transformative Learning by ESIC

- a) **Debate with role playing.** Students prepare a debate according to the subject matter, but they must position themselves totally against or totally in favor (depending on the group they belong to), regardless of their real position. This is a practice that allows students to defend the position they
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- are in with more foundation, since it may be far from their personality (which implies a less personal and more professional involvement). (Respondent 1)
- b) Group work in **which partial feedback is given by the teacher**, as well as presentation in class of different elements to obtain peer feedback and testing: consumer empathy maps, product prototypes, etc. These partial deliveries and tests in class with live feedback make the students apply what we learn in class, listen to feedback given by their peers, make an effort to ask good questions and defend their work as well as learning the importance of testing their work and making constant improvements to reach a final result that is much more elaborate. (Respondent 2).
 - c) **"Question of The Week"**. An assignment where they are asked a question related to the course, for example "What is your ideal day at work like?". Among themselves, they have the opportunity to comment on their peers' answers, generating specific weekly learning on a strategic theme of the course (Respondent 3).
 - d) **Introduction to the concepts of lean-agile methodology and high-performance teams**. Organization: 2 teams of 5-6 people methodology: management game (card-game), where the two teams will compete simulating a real market situation, competing to achieve the same goal. dynamics: 1. Explanation of the activity, (objectives, concepts and dynamics) with a presentation (10 min) 2. 1st round of the game (15 min) 3. Reflection on what happened, first in teams (diagnosis to be included in the 1st part of the template-deliverable) and then joint sharing of the whole class (20 min) 4. Break (10 min) 5. Design of improvements for the second round to be included in the 2nd part of the template-deliverable through teamwork (20 min) 6. 2nd round of the game (15 min) 7. Conclusions and recognition of the concepts applied during the dynamics (20 min) Deliverable on Canvas. Evaluation at two levels: - of the deliverable and of the team dynamics as active participation by the teacher. - The students will evaluate the activity at the methodological level by means of a zoom survey. The dynamics of the game has led the students to be 100% involved with a remarkable intensity. The type of teamwork required forces a truly collaborative dynamic. Multi-faceted learning can be developed through reflections on shared lessons. Aspects of teamwork, customer orientation, lean-agile, process management, continuous improvement, global vision, etc. are touched upon. (Respondent 4)
 - e) **Creation and launching of a web page** (blog) to get visits and enter in a class ranking. (Respondent 5)
 - f) **Examination without grade for quantitative subjects**. In quantitative subjects, unlike theoretical ones, there is usually a very important gap between students in the same group, some of them with very advanced knowledge and others who do not even have the necessary previous knowledge to face the subject. To try to minimize this gap, my initiative was to propose an exam (with no effect on the final grade) at the beginning of the course. With the grades of this exam, I configured the Mandatory Assignment groups as follows: one student from the best third of grades,
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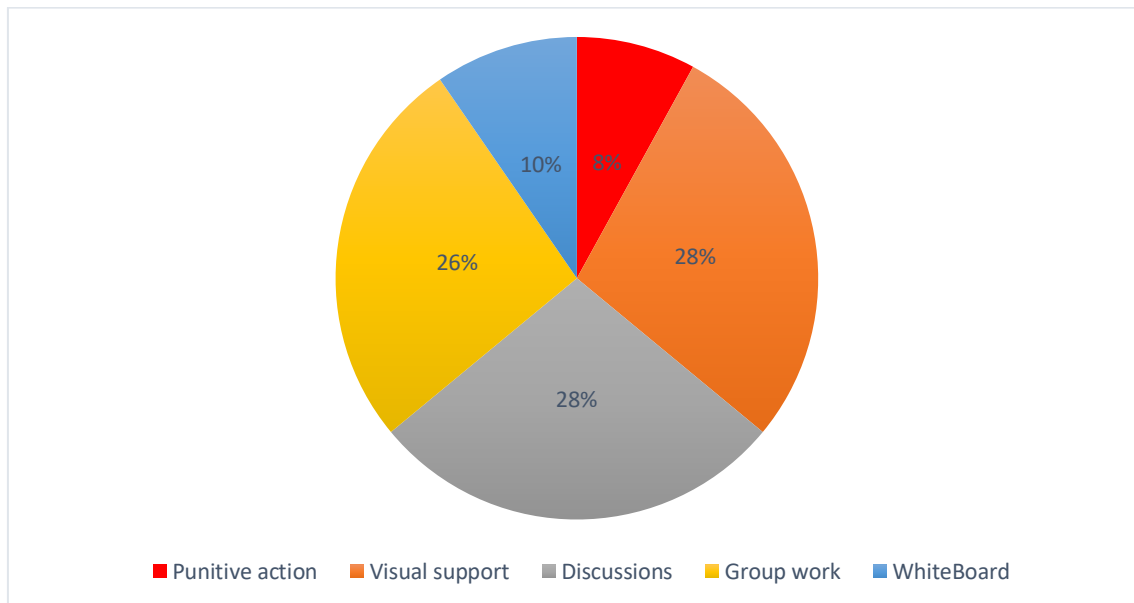
one student from the second third of grades and one student from the last third of grades. In addition, I clearly communicated to them how I had made up the groups and explained that my wish was that the more advanced students would give support to those who had more difficulties in the exercises of the Mandatory Assignment (which, in the end, are similar to the ones they have to face in the exam). In this way, learning by teaching takes place with the more advanced students since, by making the effort to explain how to solve the exercises, they realize if they have really understood them. For those who have more difficulties, this is a second opportunity to reinforce the contents seen in class. It should be noted that this idea is designed to be put into practice optimally in a classroom format, where the intention was to leave time in class for this exchange of knowledge to take place. With the current situation, they were encouraged to meet on ZOOM to solve the exercises, but, for obvious reasons, the effect has not been the same and it has been more complicated to observe whether they have carried out the meetings and what impact they have had (Respondent 6).

- g) **Learning by Teaching**, in which students have to convey specific contents to their peers in the most didactic way possible, has not only helped to improve the assimilation of concepts, but also participation and student involvement. (Respondent 7).
- h) **15/30" method** is a method in which I present very short capsules of theory (15) and then work on practical topics, putting theory into practice. This helps the student understand the importance of the theoretical part. In addition, since the student knows that the theoretical part is short, he or she manages to go into greater depth and concentrate more on the theory (Respondent 8).
- i) **Working in groups with Zoom**. I think that developing practical tasks in small groups on a specific topic, facilitates the understanding of some theoretical concepts.
- j) **Gamified activity**. At random, select three business model patterns (out of 55 possibilities) then, apply them to a case study previously undertaken in teamwork to see what possibilities to digitally innovate their business model can be found (Respondent 9).
- k) **Case Method**. This helps to understand the concepts and their application beyond theoretical assimilation. It also helps that the case is not from specialized magazines, but from the press and opinion articles, as these provide a closer approximation to the 'real world' (Respondent 10).
- l) **Inverted classes**. This dynamic favors proactivity in remote students and their relevance to learning. The students' public presentation and teamworking skills are also improved. Objective: introduction to the concept of circular economy organization: 6 teams of 3-4 people. Methodology: inverted class dynamics: In the first hour: 8. Explanation of the activity, (objectives, concepts and dynamics) (10 min) 9. They will have an *active participation* assignment in Canvas where they will find the link to start exploring the concept under my guidance and will look for examples of circular economy that according to their opinion can have a

- great impact. They will select 2-3 and include them in a PowerPoint presentation that they will have to upload to Canvas (40 min) Break (10 min) In the second hour: 10. Presentation of each team and class vote to decide which of the examples presented is the best in their opinion for the impact they can have (35 min) 11. Conclusions regarding the concept and evaluation of the activity by the students (15 min) Evaluation in two levels: - of the deliverable and of the dynamics of each team by the teacher as active participation. - The students will evaluate the activity at the end of the activity (Respondent 11).
- m) **Creation of a forum to initiate a topic for discussion.** In this forum, they could only see their classmates' answers when they submitted theirs. In the next class, I made a table showing the results. We discussed it together and it was very much appreciated and enriching for the students. In fact, some students who had not done it because they had not attended class publicly regretted not having participated in the experiment. It was at the beginning of the course and it helped me to connect with the classroom group (Respondent 12).
- n) The use of the **whiteboard**. (Respondent 13)
- o) **News of the Day**": At the beginning of each class, a student gives a brief presentation of a "trending topic" in the world of Marketing and Business and comments on the implications of this trend for the future. The rest of the students give their opinions on the trend and in this way the students are aware of what is new in the world of Marketing and Business and are attentive to the news, both in Spain and in the UK and the USA (Respondent 14).
- p) **Employment round table.** The students have previously done a flipped classroom investigating the different occupations, competencies, skills needed to develop in the MK sector (Respondent 14).
- q) **The design, making and answering of tests.** Since they realize the difficulty in their design and confection. When answering them, they put them to the test and realize the usefulness or uselessness of some data, as well as the abuse that is often made of tests for ease of dissemination and quantification of data, as well as their limited usefulness in some circumstances that require a qualitative approach. For example, in assessing purchase intention based on the attitudes shown (Respondent 15).

The student in the Zoom classroom

From this new experience an initial conclusion was drawn: it is more difficult to maintain the students' attention with the asynchronous online system than in the case of face-to-face classes. This led us to ask the following question to the teaching staff: *In remote classes, how do you manage to keep students' attention? List methods applied.*

Graph 3. Methods to keep students' attention in the classroom Zoom

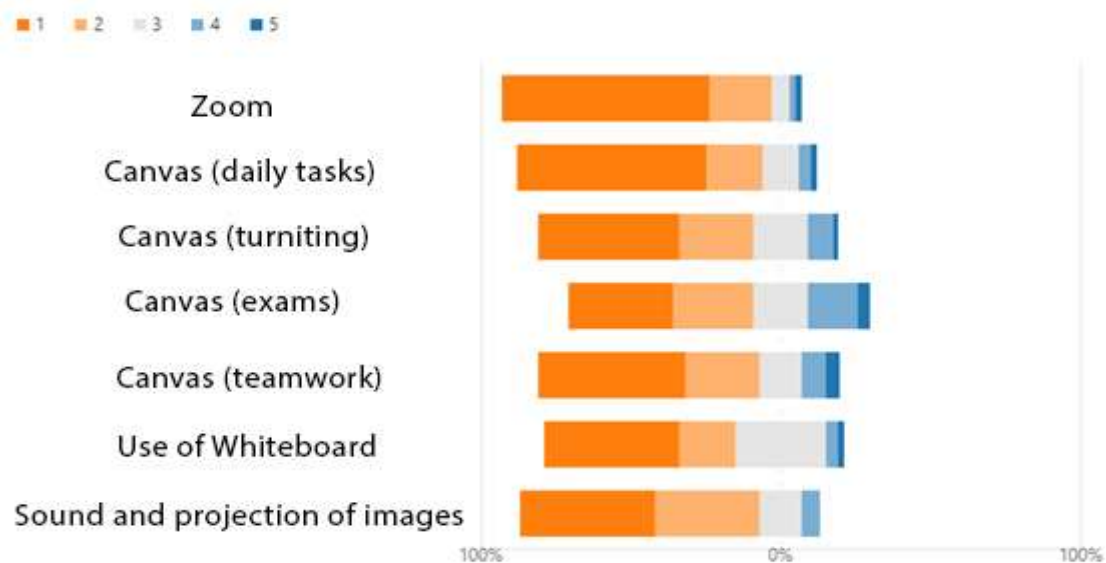
As can easily be seen, most of the teaching staff at ESIC Barcelona prefer to use student participation as the main way to maintain their attention, with punitive action, i.e., threatening students with expulsion from class, being the least used option: 8%.

Finally, in this section, the low use of the technology known as Whiteboard also stands out. Bearing in mind that the use of the whiteboard has always been commonplace among the teaching staff, it is possible that we are dealing with a problem of lack of knowledge concerning the use of this technology.

The teacher and the use of new technologies

According to various studies published to date, one of the main problems for teachers during this stage has been the adaptation to the use of new technologies. In the case of the teaching staff at ESIC, at least through this survey, this is not perceived to be the case.

Technology has been one of the main challenges of current teaching based on the remote or hybrid models. For this, it is necessary to use a series of tools that in some cases can cause problems. Rate the degree of difficulty you have had with the following technologies or technological uses where 1 is little or nothing and 5 is a lot. The teaching staff has answered predominantly that they have no difficulties with the use of the new technologies implemented by the center since the leap to Transformative Learning, as can be seen below:

Graph 4. Adaptation to new technologies

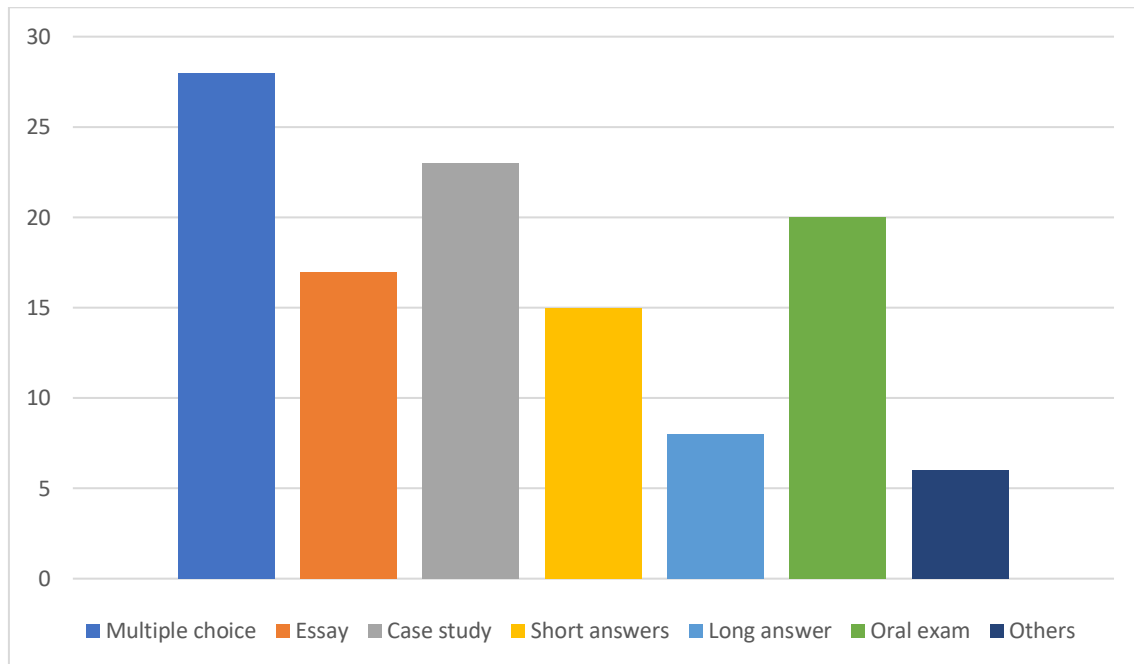
In general, as noted above, there are hardly any doubts about the use of new technologies. However, it is very striking that the highest percentage of doubts appears at the time of taking exams.

Taking into account that this is one of the most important aspects of the academic course and given the current situation, where we will foreseeably continue to evaluate online synchronously given the evolution of the pandemic, we should propose a brief symposium on how to create and manage an exam on Canvas with all the criteria that these should contain in order to prevent students from copying.

Forms of assessment in the Transformative Learning Era

This is one of the major problems posed by the current situation: how to evaluate students? Thanks to the Canvas platform, we have a large number of options to develop different types of exams.

In order to know the opinion of the teaching staff on what types of exams are the most appropriate in these times, we asked the following question: *The evaluation system is what allows us to measure the results of the teaching process. With remote classes, select the type of evaluation that you consider most convenient to use.*

Graph 5. Most appropriate types of exams

The outstanding answers were multiple-choice and essay. However, and this is remarkable, the third option preferred by teachers was oral exams. What are the advantages of this method? In principle, the oral exam avoids plagiarism. It is very difficult for a student to copy if he or she wants to answer competently. Besides, copying would be quite obvious. On the other hand, recordings of all exams can be kept for a certain period of time.

It also allows the teacher to analyze certain competencies that would otherwise be very difficult: oral expression, body language, vocabulary, capacity to summarize, etc...

DISCUSSION

It seems that constant recycling and innovation are the keys to this new method. In this regard, from the question *Do you have any other recommendations or suggestions on how to accelerate the adoption of Transformative Learning student-centered teaching activities that you would like to contribute?* The following generalized suggestions were extracted:

- 1) Training in new teaching methodologies.
- 2) Zoom group training.
- 3) Creation of a participatory teaching innovation team. Elaboration of teaching materials (TL-based exercises) videos, dissemination of experiences + 3. continuous training for teachers.

Reduction of group size.

In a first analysis, it can be affirmed that the Transformative Learning model allows the teacher to create a scenario where quality teaching can be given and to obtain a certain security in terms of teaching planning, which is an advantage

within the constant changes that have been taking place and that have been reflected in the methodology section.

However, a series of factors and elements that emerge from the study must be taken into account. On the one hand, technology is key in current and future teaching, therefore, teachers, regardless of their age, must have a fluent use of them.

On the other hand, teaching methodologies cannot be transferred from a face-to-face classroom to a virtual one, that is, they must be created within the digital framework to capture the student's attention. Therefore, some teaching typologies such as lectures should be avoided.

The student must feel active and part of the class at all times. This links with the two previous conclusions. On the one hand, the use of technology by the teacher must be fluid and on the other hand, apply methodologies that allow the class to be active.

The virtual classroom takes on special importance. It is necessary for the student to have the security and certainty that everything he or she needs for the development of his or her daily life in class will be available.

Finally, it is evident that there is a clear concern about the forms of evaluation and, more specifically, about using certain types of exams when evaluating the contents of the subjects. Therefore, two premises must be assumed at this point. Online exams, at this point in time and with today's technology, are vulnerable and do not offer security when testing in the classroom. Therefore, as long as there is no technology that allows secure assessment, the assessment must be face-to-face. This implies that, if in the future there is no problem with contagion and COVID19, and some universities continue to want to maintain the online or virtual format, they should consider evaluating their students in a face-to-face format.

Finally, the importance that traditional exams continue to have in the evaluations is emphasized, and a future where the competencies and attitudes of the students are valued more on the basis of other criteria that do not make the system so dependent on this process should be considered.

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