

New Practices in Academia: Moving towards Hybridity

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Abstract

Adapting academic practices at a noteworthy pace during the SARS-CoV-2 pandemic has presented its challenges while also calling on pause for thought on the way in which teaching/learning and research currently take place in university contexts and the potential that is presented. Our study aims to provide a detailed comparative analysis of adapting academic practices in terms of (1) teaching/learning; (2) changes to research methodologies on a national and international scale. In line with ethnographic sociolinguistic practice, a web-based ethnographic poll was designed. The questions were specifically conceived to investigate the impact of SARSCoV- 2 at three months following the declaration of a world health pandemic on the 11th March 2020 and twelve months after the initial poll. The questionnaire investigated eight different lines of enquiry by identifying: 1. the participant cohort; 2. the pandemic phase; 3. impact on workload and identifying the types of remote activities carried out; 4. impressions of remote activities; 5. experience with online assessment; 6. analysis of methodologies for research projects; 7. adapting practice for research projects and future prospects; 8. predictions for best practice in the future.

Participation in the poll was global and results indicated that academic practices have now adopted a blended approach (96%) in line with predictions of such 12 months prior (76%). Thus, academic practices have successfully evolved through adapting methodologies and hybridity is likely the new future direction.

Keywords

academia, ethnography, changing practices, pandemic, hybridity