Disruptor or Saviour?

A Centennial College Covid-19 Academic Case Study

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Contents

ABSTRACT

The world of academia as we know it has been turned upside down in a hurry, due to the Covid-19 pandemic. Educational institutions continue to respond to what the virus has done to their current establishments and exploring what this means for the future of education. Colleges and Universities were already in the process of turning some of their courses and programs into online formats but were now tasked with accelerating this process. Will this become the future model used to combat the potential loss of physical students in the classroom?

In this report we inspect the unfolding scenario based on the Covid-19 pandemic by taking a closer look at its disruption to the status quo of faculty at Centennial College including the strain on mental and emotional resources. We also investigate if this proved a saviour for the College, as it forced those who were slow to embrace technology change and online learning to wake up and adapt. Additionally, the study considers how Covid-19 pushed the College to move away from the stagnancy of the walled classrooms and focus on flexible sustained learning.

Finally, the part this disruption has played as it pertains to academic integrity, enrollment, jobs, access, equity, together with measures the College has taken in re-evaluating its business model for the future is also discussed, along with recommendations that emerged from the series of focus groups conducted as part of the study.

INTRODUCTION

1. Literature Review

How the pandemic affected the roles of faculty at the College and the future of education was first considered by scanning what others in the industry did and continue to do as this unfolds, locally, nationally and globally. These highlights have been re-integrated into the study and its methodology to better frame and inform the research purpose.

The swiftness of the Covid-19 virus pushed the Canadian education system to its core. Never in the history of Canadian colleges have they all been forced to close or function remotely for such long periods of time. Furthermore, never before has a pandemic attacked so many educational environments around the world with such severity or speed. According to UNESCO (2020) monitoring, 188 countries implemented nationwide closures and 5 implemented local closures, impacting about 99.4% of the world's student

population. Canadian Colleges and Universities were required to increase their flexible learning models to all of their programs instead of just the few they currently had. Although this model may not have been ideal, it was necessary in order for students to be able to complete the rest of their semester and for life to go on, in a sense. As this scenario continues to remain in flux, it is still fairly difficult to determine if and when regular classrooms will ever return with so many countries and Canada as well in the thick of a recurring second, third or next wave.

According to Marginson (2020) realistically we may not see a return to face-to-face education at scale and may well consider a new academic year which is predominately, or wholly, online, with much of a spillover into 2021. To quickly compensate for this disruption, many educational facilities resorted to what is now being called "Emergency Remote Teaching (ERT)", considered to be "a common alternative term used by online education researchers and professional practitioners to draw a clear contrast with what many of us know as high-quality online education" (Hodges, et al, 2020). Those educational facilities who were early adopters to the distance learning platform, found ERT challenging, but fared better at handling this crisis. The establishments that chose to follow the bandwagon effect, obviously struggled and created both a digital divide (Trust, 2020) and longer learning curve for both faculty and students alike. While some higher education institutions have managed to offer distance and online education, many other global institutions have found themselves poorly prepared and unable to mitigate the consequences of this pandemic, resulting in a total shutdown (Martin & Furiv, 2020). And sadly, some, it seems, may never make it (Galloway, 2020), including a most recent and the one closest home, Laurentian University.

To this end, new buzzwords and notions are in the fray - HyFlex, Microcredentials, Mastery-driven grading, Self-paced classrooms, and more will continue to emerge. Several questions have also arisen - what does online learning look like, how does access, equity and balancing other responsibilities compare for educators and learners (Seale, 2020), what is the student perspective in this shift to online, how does such chaotic adaptation navigate around distraction, motivation, performance, accountability, engagement, live interactions (lack of) or creativity (Iwai, 2020), is the pandemic a true catalyst that can improve software limitation, course and instructional design, engagement, assessment (Trust, 2020) or in fact infringe privacy, and permanently impact or scar classroom related emotional labor and wellbeing (Flaherty, 2020)? This case study probes several of these areas and further analyses how it specifically impacted Centennial faculty who were in the middle of such a learning curve since its onset and going forward. The true sense of fulfillment and renewed focus on teaching practice has never been more in the spotlight (Miyagawa & Perdue, 2021), yet keeping it strictly learner centric whilst catering to individual needs that embrace social, cognitive and facilitatory needs remains a huge and real hurdle in the virtual world (Rapanta et al, 2020).

Whenever unexpected events occur, Colleges and Universities can only learn from them, and as a result, put processes in place to reduce the physical and financial toll this virus will ultimately leave behind. As states (Dennis, 2020), "At the intersection of disruption and unpredictability will emerge a new model for the worlds' economy and for higher education." The college environment as we know it, may look very different after Covid-19 with increased learning innovation (Tam & El Azar, 2020), purposefully planned online teaching for faculty, more administrative or support roles moving permanently online and the potential for a significant decline in international student enrollment. Consequently, in the aftermath of this event, the College will continue to create emergency preparedness plans simultaneous to alternative instructional delivery plans, in order to put itself in a better position to effectively manage any future economic challenges.

2. Research Methodology

Qualitative Study

This project is akin to a Case Study that probe individuals and report their lived experience (delivery of education) in relation to the phenomenon in question. It is an up-close and in-depth examination of faculty on the front lines of this transition. While it is not plausible to generalize the findings of a case study, it can shed light on otherwise hard to see social relations, structures and processes, thus stimulating further research (Gomm, Hammersley & Foster, 2000).

Thus, the research method for this study is qualitative in nature. Qualitative research allows to develop an understanding of the underlying reasons for the emotions and beliefs fostered by the study subjects. It allows you to ask "why" and "how" rather than just *what, when or how much* (Yin, 1994, in Lubbe, n.d.). Understanding the reasons are always crucial to forming any conclusion about questions driving the study (Jamshed, 2014). Such insights help to develop better understanding of motivation behind a certain behaviour, actions, decisions or intentions to do so. It also provides important clues about the needs and wants of the respondents, an opportunity to challenge commonly held assumptions (Crossman, 2020), thus providing researcher valuable clues about the recommendations that can be proposed in the report.

The sample size for this study is based on the size of the institution and ideal numbers normally suggested for typical qualitative studies, to ensure data validity and not reach saturation. A total of 32 participants from across the College took part in three focus groups that were conducted over a period of two weeks in Winter 2021. All participants had continually taught since the onset of remote delivery (Winter, Summer, Fall, 2020).

Research Tools

Focus group discussion was the primary research instrument employed as they are ideal to clarify and test pre-conceived understanding of a concept or idea. They also allow researchers to uncover underlying thought processes of the target group and better understand ideas and issues that may not have been evident enough to be considered before but are important enough to merit a deeper investigation. Another advantage of focus group is that it can limit the participation to purposefully selected respondents, which helps to streamline the data garnered and reduce information that can be considered as an outlier to the purpose of the study (Crossman, 2020).

A guiding questionnaire was used to conduct an in-depth semi-structured focus group using a virtual platform. The Research Assistant (external to the School of Hospitality, Tourism & Culinary Arts) was present at all the sessions to assist in taking notes, observing, and compiling responses. All focus groups were audio and video recorded for transcription and data analysis.

Recruitment

A pre-approved broadcast invitation was sent by Chairs of different schools to their respective faculty, encouraging them to participate in the focus groups for the study. The Research Assistant garnered responses from those interested and invited them provide consent to confirm participation, in one of three sessions, as per schedule availability and preference. Recruitment was on a first come first served basis. Every effort was made to ensure diverse representation based on program, role and status (full time & contract).

Data Analysis

The focus group sessions were recorded, and the Research Assistant transcribed these discussions, and all identities were stripped off to make the data anonymous, confidential and de identified.

The research team then analyzed the data using an iterative process with several brainstorming sessions to discuss and debate the findings from the focus groups. From this interpretative analysis, the team was able compile relevant and emerging themes. Strands of repetitive or exclusive information were arranged and grouped thematically for richer content analysis (Sage Publications, 2020). Subsequently, the notes were re-arranged to align with various data categories, as per the analytical framework of the study. The data analysis process also accounted for the data collected from previously conducted secondary literature review.

The final report has sequentially transitioned from existing environment scan to real time qualitative data and its interpretive analysis, in order to paint a vivid picture of lived experiences, existing issues, shared encounters and emergence of new ideas. Combining secondary data with focus group intervention has helped make this case study more robust, meaningful, and relevant to all stakeholders involved to make it more robust, meaningful and relevant to all stakeholders (Edge & Coleman, 1986, in Lubbe, n.d.) with a specific focus on institutional environment during such a volatile phase of the educational landscape.

STUDY LIMITATIONS & CONSTRAINTS

- Many faculties were previously acquainted with each other and some of them were from the same School or Department. Thus, there is a scope that some respondents may have restrained from expressing themselves more candidly or merely nodded in agreement with those they knew.
- Many participants were also acquainted with the moderators and hence may have been tempted to be less candid when expressing their opinions.
- Data collected and analyzed were from three focus groups conducted with faculty.
- Data was limited to faculty representing different Schools of the College. However, the scope of the findings would have been much broader if faculty from other colleges were involved in the discussion as well.

RESULTS

1. Faculty Workload

At the beginning of the move to online learning, it was apparent that the workload was daunting and at times overwhelming for many faculty members. However, as the semester progressed, it seemed everyone 'learned' to cope and navigate their way. While this process has somewhat leveled off and some of the content is now reusable, it is still a challenge to meet the needs and expectations of learners in what is now being accepted as the new normal.

- **Increased Workload**: The need to develop customized content, along with the time spent to get acquainted with various online tools proved to be exceptionally challenging.
    - Time spent on addressing emails and getting students acquainted with use of technology to attend classes was very burdensome for the faculty. Students prefer to shoot emails rather than come and ask face to face during the weekly office hours.
    - Workload doubled trying to figure out what worked and what didn't was mentally exhausting.
    - Some faculty went beyond their work hours and conducted office hours at night to accommodate different time zones.
    - Some faculties opined that they felt they were working like contact center agents to students and other faculty, addressing queries and troubleshooting their problems.
    - Some courses don't transfer well into an online format, creating more work for the faculty to effectively deliver the course.

- **Lack of Effective Communication with Students & Digital (IL)Literacy:** A lot of time was invested in teaching students about technology and learning how to navigate online, rather than teaching the course content.
    - There was poor communication from the College to students of when and how courses were shifting to an asynchronous/synchronous format for the fall 2020 semester. Many students did not know the difference between the two learning formats.
    - The College had not done enough to prepare students for the transition and much of the burden fell onto the faculty.
    - Many students are not digitally literate and thus it took a toll on the faculty to ease them into an online learning environment or support them through such process.

2. Support - Management & College Infrastructure

This area of discussion highlighted how faculty navigated existing situation with or without institutional support and still went about their job in all honesty and integrity. While the response of 'receiving support' or 'lack of', from respective managers seemed distributed, there was much talk surrounding systems and processes that felt time consuming and onerous to most:

- **Course Development**: The bulk of course material it appeared was usually developed externally without input of faculty who would ultimately be teaching the course, leading to a clear disconnect. Faculty had to manage with what was given to them even if there were errors.
  - o Some faculty spent hours developing asynchronous material for Fall 2020 session, only later to be told that College was moving to synchronous, causing obvious disappointment and frustration.

- **Tech Support**: Several faculties opined in favor of better systems, processes and potential grants to finance hardware, software, and content purchase to facilitate better teaching.
  - o Many shared they were just about to or had already purchased a Zoom licence, since there was no clear direction at the beginning from the College about making it available
  - o To ensure prompt IT support, some faculty it seems, had befriended institutional IT support personnel - one even went to the residence of IT support person to get urgent troubleshooting done.
  - o Several faculty adept in technical courses bemoaned the lack of support from the college, especially the lack of customized support required for a technical/mathematical course. The College also did not finance the purchase of external content on the grounds of it being too expensive, which could have enriched the teaching material way more.

- **Central Repository**: Many faculty commented on the lack of a 'single platform' to access the various tools and software.

- **Student Support**: The college administration did not communicate well with the students regarding a fee reduction due to online teaching. Confused students kept emailing their faculty for clarification, resulting in an increased volume of emails that faculty had to attend.

- **Beyond 'token gratitude'**: Most faculty felt that while the College acknowledged their extra effort during transition either verbally or through email, they really wanted more in return for the enormous effort and time put in through the transition and all the hours foregone to be spent with friends and family.
  - o While some faculty mentioned lack of support from program chairs, at least one requested their Chair to reduce class size but was instead burdened with more students.
  - o The College maintained a positive vibe throughout the pandemic with messages like *"We are all in this together"*. The intent to support was genuine, however, greater support was required for part-time faculty.

3. Issues with Student Management

It became apparent fairly early in this process, that many faculty members were struggling with online learning. Not only were they trying to understand the concept of online learning, they were also dealing with a plethora of students who themselves were in the same learning curve. Additionally, faculty have to deal with the challenges that online learning offers, including not being able to feel connected to their students, supporting Centre for Accessible Learning & Counselling Services students, and online classroom management.

- **Learning Platforms**: With the ability of faculty to be creative, students were concerned with the variety of platforms they were expected to learn in their courses.
  - Some students were still struggling to access e-centennial properly and additional learning platforms only added to their struggle.
  - Institutionally there is a tendency to think students have access to technology and stable internet. However, this is misplaced, and it is not always easy to gauge the situation a particular student might be in.

Student motivation to learn was a concern for the faculty before the transition, but now it has become a bigger issue in the online environment:

- **Working Full Time:** Many students put their work ahead of school, leaving them to scramble to squeeze the course material/assessment in when they have some spare time.

- **Interruptions:** Numerous students have children to look after or live in a cramped apartment with other housemates sharing the same space.

- **Disturbing Student Behaviour**: Students participate more in unusual behaviour than they otherwise could not do in the classroom:

  - Faculty highlighted some disturbing student behavior during online classes. These include but not limited to vaping during class time, making derogatory comments about other students/faculty in the chat, and so on.
  - Most students opt to turn off their cameras, and often faculty receive no answer when a student is called on or asked a question. This leads to wonder if they are really even there, or are they distracted by the options available on the internet.
  - Diligent students are likely to show up for a class on time, even if they are logging in at midnight from where ever they reside. However, many students based in Canada decide not to attend classes just because they do not feel like attending.

4. Going Online: Value Additions and Disadvantages

Faculty willingly acknowledged some of the notable silver linings that the forced shift to online delivery brought with it. This meant improved tech proficiency and acquaintance owing to the changing nature of education, and ease of assignment submission and tracking with no more 'lost' or 'misplaced' work. Some advantages for students include:

- **Flexibility & Access**: to attend classes from any given time zone, along with affordable (free or reduced) resources, texts and learning sources as compared to buying hard copy books. Students also enjoy being at arm's length of the faculty.
- **Voices**: those who were otherwise introverted or quiet during in person lectures, were now being heard. Online chat function to express opinions were found to be on the increase, which may not have been the case in actual classroom environment.
- **Scheduling**: of classes, irrespective of inclement weather or statutory holidays, now meant pre-recorded lessons or other material can always be uploaded to view at students' convenience, ensuring no one misses out or falls behind.

Along with benefits, visible disadvantages of moving online meant a lack of 'hands on' experiential learning opportunities and increased administrative workload for faculty since they were now accessible round the clock on multiple platforms. Other key drawbacks were:

- **Plagiarism & Academic Integrity**: cheating seems to be on the rise in online delivery with issues in administering and monitoring online exams, tests.
- **Mental Health, replacing social and personal aspects**: is almost impossible, with most faculty saying the fun aspects of interacting and collaborating are largely missed. It was unanimous that the wellbeing component of face to face, cannot ever be supplanted by online interaction.
- **Disabilities & Discomfort with technology**: the switch to online mode has been rather difficult for mature or elderly students, including students with obvious barriers and disabilities.
- **Discipline & Group Work**: Some opined that this transition has compelled students to become very organized to pull off group projects without seeing each other in person, and not all have that level of discipline and or communication skills to successfully navigate online / remote demands.
- **Information Overload**: learners are flooded with a plethora of resources and reading material and the likelihood of altogether skipping the material is rather high.
- **Employability**, **Experience**: Many felt that prospective employers would be less inclined to hire recent graduates from online practical and lab courses owing to lack of hands-on experience. Some things must be seen and done practically, to grasp the concept properly.

5. Implications on Rights/Privacy of Students and Faculty

Although online learning has been around for decades, the issue of rights and privacy still does not go away. Some faculty are feeling vulnerable and are most protective of their work, not wanting it shared without their approval. Also, third party platforms such as 'Course Hero,' can infringe on faculties rights with little to no recourse.

- **Intellectual Property Rights Compromised:** When faculty had to hand over their materials to a third-party vendor to develop course material, does the developer now own it?

- **Rights/Privacy Compromised:** Most of the faculty believed that students could be taking screenshots/pictures of the class and posting it wherever they feel like. Furthermore, the content, exam papers and so can be shared in many different sites catering to students who need them.
  - o Some faculty mentioned that they feel uncomfortable talking freely during a Zoom Class because a comment or joke made during the class could be posted somewhere and be taken out of context. Faculty have to be very mindful of what they are saying during the class.

6. Job Security Concerns - College's Changing Business Model

It is known that institutional decline in international student enrolment through the pandemic has been a major force to reckon with during the transition to online teaching. As well, difference in time zones, general lack of motivation and student inconvenience with fully online course has created ample concern that some faculty may be laid off or face reduced work hours going forward. The highlights of this discussion include:

- **Contract Faculty at Most Risk**: Due to changing scenario brought about by COVID19, this group including new hires, would most likely be the first to be sacrificed if there was a need to downsize. Declining program enrolment directly contributes to this issue.

- **Increased Anxiety**: Some faculty referred to a recent Management email sent hinting at job cuts and resultant stress levels at such a vulnerable time.

- **Work Inequalities**: It was mentioned that while full-time faculty is compensated for course preparatory work as part time, this is not the case and often reflects a huge chunk of wasted time and effort if especially the course is later taught by someone else.

7. COVID-19 Disruption & Future Post-Secondary Education Business Model

This section discusses the disruption brought about and it is safe to say that there is clearly a change in how education will move forward after this crisis. While it might have occurred earlier than planned, there was no doubt that the future of post secondary education was on the verge of a reset. Ultimately this will create more options for students, as new and more creative ways to learn will become the norm.

DISRUPTOR:

- **Rebirth or end of College or University?** If post-secondary education was to move fully online, in the long run, it could prove to be problematic, forcing the extinction in its current format or the merging or reduction of post secondary institutions altogether. Falling student enrollment and unsustainable sources of offshore funding will likely precipitate such drastic measures.

- **Practical Lab Courses:** Can these types of courses survive online? It is difficult to envisage fully online-based teaching for hands on learning being in high demand. While it has been proven that a hybrid approach can be most successful, can experiential learning ever replace online learning and result in successful employment of graduates in job functions that are typically hands-on and involve meaningful customer interface for example culinary, nursing, auto tech, or similar fields?

- **International Enrolment:** A notable proportion of faculty mentioned that many international students enroll in Canadian Colleges to facilitate their entry into Canada, ultimately leading to permanent residency. The purpose of gaining knowledge and getting a degree is often secondary. If the post-secondary education model is purely online, then many may lose the primary motivation to enroll in Colleges and will find other routes to enter Canada.

- **Competition:** The education sector will become much more competitive if the business model emphasizes more on online delivery. Existing and reputed third-party content and learning platforms such as Udemy, Coursera, independent colleges, and others will become direct competitors to Colleges and Universities.

- **AI and Robotics:** One faculty expressed concerns about the introduction of Artificial Intelligence and Robotics in the education field, which might remove the human element involved in teaching and make the detached form an ironical reality.

SAVIOUR:

- **Comfort with Technology**: COVID has accelerated people's comfort with technology as they had to adapt to school/work from home modality. The pandemic has shown that education and learning can function quite well in an online setting, albeit challenges and existing frustration.

- **Enormous Take-aways:** Some faculty opined that the learning in such a transition has been enormous, and it will benefit post-secondary education if and when the teaching transitions back to classroom-based modality.

RECOMMENDATIONS

The highlights from focus group discussions and debates, have allowed this study to take into consideration existing resources, challenges and futuristic goals while simultaneously taking stock of what education looks like in the Canadian landscape after living one complete year and counting, in the pandemic. Following are some of the recommendations that emerged directly from faculty who have been at the frontline through this journey:

1. **Central Repository-** The College can take concrete steps to create and make accessible a central repository, where all software and associated licenses can be accessed by faculty easily. A one-stop shop, and helpline can also be set up to guide and assist faculty trying to access required software, hardware and other IT related needs

2. **Consistency in Course Design & Expertise**- If some courses are to move into fully online mode, then course design must be better formulated and implemented. It is not enough to simply convert previously developed material meant for in person classroom environment into a 'quickly deliverable' online format. Wholesale changes are recommended to make courses align more with the requirements and expectations of a fully online course.

3. **Faculty Voices from Frontlines-** During the transition to online teaching modality last year, faculty were bombarded with new tasks, new ideas and new software to learn and adopt. However, there is only so much bandwidth for them to absorb as a lot is being heaped on them. Some of the decisions taken by College management during this disruptive time, were top-down and faculty on the frontlines were not consulted. The general opinion was that faculty who are the face of the College to students, should be made privy to the decision-making process which affects them.

4. **Students' Voice-** The College management implemented many changes during the transition which affected thousands of students who were enrolled across different courses. However, student's opinions should be considered for decisions affecting the nature of post-secondary education. It is important to factor in what students want for themselves as the future business model goes through significant changes to cope with the unprecedented times.

5. **Moving Appropriate Programs** - The College is underway with prioritizing which programs stay online, which move back to classroom or those that may be piloted to a HyFlex or similar modality. College management must do this prudently, in consultation with faculty, about deciding on courses that have an important practical demonstration element versus those that can thrive online (theory-based) after the pandemic subsides. A redesign to be fully online or at least follow a hybrid model must also be taken into consideration.

CONCLUSION

In keeping with the tenets of the "fourth industrial revolution" (Schwab & Davis, 2018), entirely new ways in which technology becomes embedded within societies is gaining ground at lightening speed, since the onset of the pandemic. Furthermore, for several institutions, a *Matthew Effect* in Ed Tech is evident, where "those who are best placed to benefit from the introduction of a new technology tool or innovation are the ones who indeed benefit from it the most" (Trucano, 2014). No doubt, the shift in virtual learning is here to stay for a while, so we had better learn to do it properly (Dans, 2020). While this certainly implies increased dependency and load on technology (Hill, 2020) it also means ongoing and subsequent impacts on mental health and wellbeing for learners and educators (Flaherty, 2020) with an estimated 5 year return to normalcy predicted by some experts (Mitchell, 2020).

In conclusion, it is apparent that COVID-19 was indeed a big disruptor in how college education will be delivered in the future. While online learning has been around for decades, Colleges and Universities were reluctant to fully detached themselves from the comfort that brick-and-mortar learning provided. Which leads to question now that it can be done and most would say somewhat successfully, will online classes permanently remain as a core learning platform? While some establishments may choose to go back to its pre Covid-19 days, for those that do not, the strength and flexibility of its offerings will continue to grow, as they embrace the non-traditional format that soon might become the better or more viable alternative.

As Centennial College takes the next steps to reshape its business model, it is fair to say that disruption brings in change and often for the good. First, disruptions often lead to responsible innovation and action (Schwab & Davis, 2018), as a result the College was not only forced to adapt to the changing realities but remain relevant and continue to be competitive in the marketplace. Second, while the rush to fully online learning was a challenge for the College, faculty and students, there were many elements of the adaptation that proved successful. This will subsequently convert the predominantly face to face centered learning focus, to a combination of both learning styles that will be able to reach more students. Finally, it can be said that the pandemic brought to light that Centennial College, fueled by its faculty, can indeed adapt, be flexible and resilient through change.
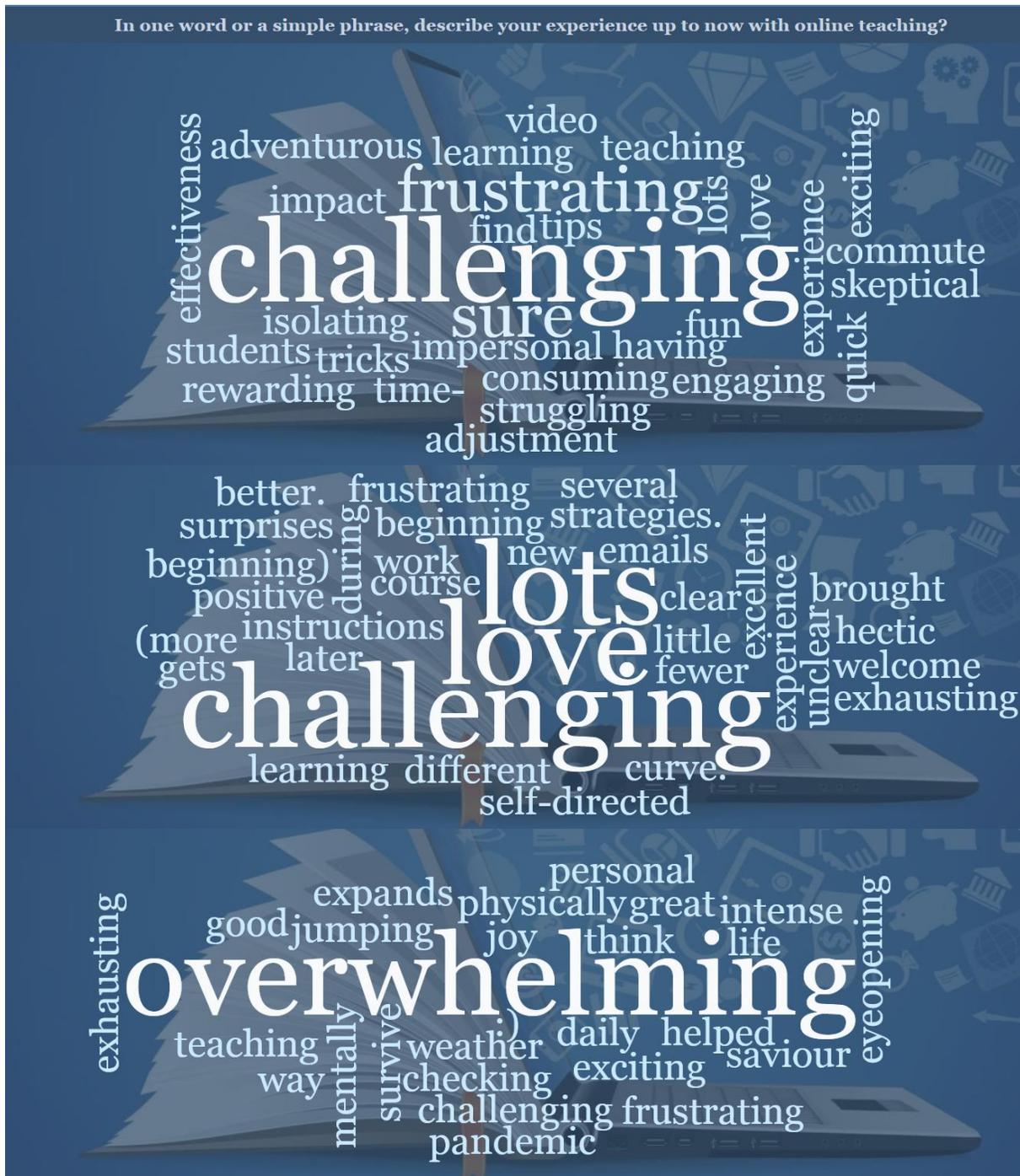
APPENDICES

Ice Breaker Opinions

Figure 1: Faculty's experience of online teaching method in one word or phrase

Before the start of each focus group and to serve as an icebreaker, participants were requested to express their opinion about their experience with online teaching so far in one word or short phrase.

It is evident (Fig. 1) that the responses were mixed. However, the most notable theme that emerged out of the haystack of comments seems to be that the experience was challenging and overwhelming. This aligned with the discussions that followed during the focus groups. On the other hand, some faculty also found the experience to be rewarding and exciting.
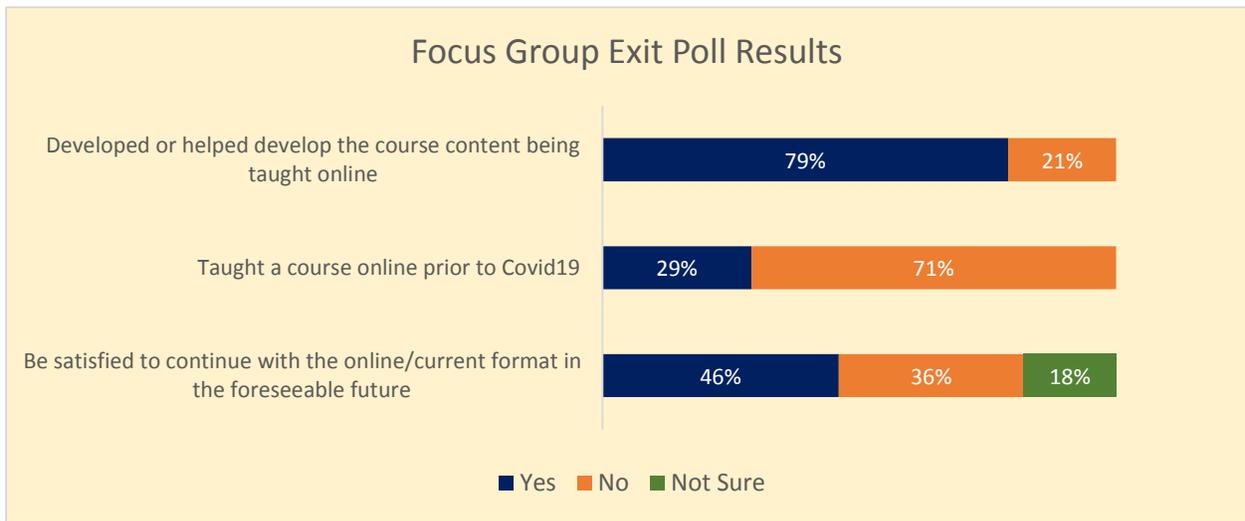
Exit Poll Results

Figure 2: Focus group exit poll results, n=28

A quick exit poll conducted at the end of each focus group asked faculty about their role in the development of the online course content, experience teaching any course online prior to the transition and whether they would be content to continue in the current online format in the foreseeable future.

Results (Fig 2.) shows around four-fifths of the faculty contributed in some form to the development of online course materials that are being taught online now, corroborating findings of the focus group about increased workload due to their involvement in the same.

Interestingly, only around 3 in 10 faculty had any prior experience of teaching a course online. Thus, for most, the transition to online teaching was a disruption to their existing way of doing things and that explains the friction experienced by faculty during the early days of the transition.

It is to be noted that 46% of faculty were positive about continuing in the same online format of teaching into the foreseeable future. However, 36% were not in favour of the same and wanted to revert to the brick-and-mortar classroom-based teaching. Interestingly, almost 1 in 5 of the respondents were unsure about which direction to root for.

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