

## Story 6: “Strategic Financial Analysis”: fostering interaction in a big lecture of 400 students

**This story of the field is an interview extract with a professor in Business of Uni Liège, Marie Lambert. She has intensified the digitalisation of her lecture during the pandemics and has kept the elements in order to support students’ interaction and to enable virtual mobility.**

Interviewer - What led you to implement online elements in your course that are likely to allow for greater virtual mobility?

**ML** - Clearly the pandemic had a big impact on the digitalisation of my teaching. However, I wasn't completely new to this as I was already using Wooclap online surveys in the classroom as well as a lot of videos as resources for students. I had also evolved the tutorial sessions. Initially, they were done in class with Excel files and it was cumbersome to organise for over 300 students. I recorded tutorials that allowed them to practise at home by following different steps, each of which they had to validate in order to access the next one.

Interviewer – Has your teaching reversed to the previous schemes at the end of the lockdown?

**ML** – It hasn't! On the contrary, I emphasised the digital aspects. In their feedback, students themselves highlighted the quality of the course organised online, especially in terms of the interactions, which are easier, more numerous and immediate in this format than in a traditional lecture. My course is therefore now delivered entirely on Zoom. More broadly, our business school has sought to maintain online practices for which one full day per week is officially reserved.

Interviewer - What about international students?

**ML** - I am unable to say whether they are in Belgium by the time the course is given. But one thing is certain: the complete switchover of this course to online format allows it to be followed with great international flexibility.

Interviewer - What about the tutorials?

**ML** - The eLearning formula has been maintained and we can even see more advantages of it: considerably simplified logistics and pedagogical differentiation. Previously, we had, in the same large group, students who were very comfortable and students who were struggling and we couldn't manage to give explanations to everyone. With this system, which values autonomy and the ongoing validation of steps, monitoring is better and adaptation to the student's speed is also possible, including sometimes for foreign students who start with a different background.

Prof. Dr. Marie Lambert, University of Liège, Business school.

*Ph.D. Dominique Verpoorten*