

Contextualising an eBusiness Course During COVID-19 Lockdown

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Keywords

eBusiness, Authentic Learning, COVID-19, Educational Innovation, Educational Technologies

Abstract

This paper reviews the experiences of delivering a level six eBusiness course during semester one of 2020 at Ara Institute of Canterbury. Four weeks into the teaching of the course the topic being covered was the importance of global supply chains. Discussion during the class centred around the possibility of global supply chains being disrupted due to the COVID-19 pandemic.

By the time the week five class should have been held, New Zealand had entered level four lockdown. Classes were suspended for a few weeks after which classes resumed using a flipped mode of delivery using a combination of pre-recorded lecture components and Zoom based tutorial sessions.

The purpose of this paper is to present how the second and third assessments of the course were contextualised to the COVID-19 lockdown scenario and still cover the necessary learning outcomes and topics for the course, and to reflect on how the course was delivered from the context of the lecturer.

A brief literature review is presented that covers the importance of innovative uses of educational technologies, authentic learning activities, and the use of technologies to enhance student engagement.

A description of the assessments and how they related to the COVID-19 context is included and how they related to the concept of authentic learning activities, different forms of student engagement, and the innovative uses of education technologies.

The way in which the paper is presented is consistent with the concept of reflective practice and could form the first stage of an action research project if circumstances arose that required the course to be delivered in a similar manner at some point in the future. Conclusions include the importance of being adaptable to changing circumstances, the use of combinations of technology to enhance student engagement, and the usefulness of contextualised assessments to increase the engagement of students.