Hybrid Teaching Practice to Enhance Students’ Engagement: 
Case of Ibt, Karachi

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\textbf{Abstract.} Everybody who has ever taught a class has encountered a circumstance where a few students are more engaged with what goes ahead in the class than others, so during lecture teachers’ association with student to be more alert and energized, that’s why it considered as a positive connection between student engagement and their achievement. Most of time experienced, hesitation of students to make inquiries, talk about topics’ problem or generally take an interest in class. This study provides such a new teaching practice (Hybrid) that enhances students’ attention and actively participates in class by discussion. The hybrid teaching system in this study is defined as a method that introduced industrial professionals as a guest speaker from relevant field as well as continuing regular face-to-face classes. This is qualitative and quantitative or mixed research work, where using 06 questions based close ended questionnaire with five points Likert scale and 02 open-ended questions were asked. The 67 survey forms are filled by attendees out of 73 in guest lecture session. As a result IBT students found this guest speaker session as interesting, highly engaging and deeply learnt by industrial expert to their respective field.

\textbf{Introduction}

Instructional exercises are a typical integral system for getting understudy engagement with material secured in lecture, as understudies realize more intense comprehension by being included in little gathering talks. Information spread has been the prime mode of passing on data to huge groups of observers since the start of history, and keeps on being the most widely recognized system for adult (Bligh.D)[3]. To keep up an upper hand universities need to expand realistic viewpoints and champion closer associations with industry. There is presently wide affirmation that the accomplishment of WIL (work integrated learning) at universities relies on a nearby organization with industry (Wright)[17]. Students look as a passive receiver during the lecture and most probably their level of engagement during lecture is considered only note taking. Students’ engagement refers as, a way that involve with a task (Biggs)[2] and (Laurillard)[12] defined that students’ association during lecture enhanced by promoting discussion. As compare, hybrid teaching method comprises an educational outlook change (Nunan)[14], whereby the emphasis changes from teaching method to understudy learning. Eventually, the instructive objective of most adaptable methods to enhance students’ engagement and their dedication towards learning (Alexander)[1]. However IBT, Karachi, Pakistan (Institute of Business & Technology) realized to furnish understudies with an essence of everything that business industry has to offer, the Faculty of Management & Social Science directed its undergrad unit, as an advancement of courses by current industry experts. ORIC (Office of Research, Innovation & Commercialization) and Registrar Office of IBT, Karachi decided to acquaint instructional exercises with the unit, to give understudies a
chance to talk about trends of industry and clear up material that secured in lecture, and also to take into consideration nonstop criticism both from the instructor and students.

**Literature review**

The usual, instructive configuration of in college educating has been characterized as "the consistent work by one individual for around 50 minutes to a to a great extent latent beneficiary crowd (Butler)[5]. Regarding time and college funding, a solitary address to a huge gathering is significantly more practical, from the viewpoint of a college (Costin)[6]. For the reasons of education, the instructional exercise arrangement is considered as the "conventional" presentation model, particularly including a week by week address (Dowling)[8]. The purpose of lecture is to dissemination of information and additionally the promotion of thought, educating of behavioral skill, change of states of mind and incorporate differed techniques that need to be included (Brown)[4] but the most usual instructional exercise to engage the students during lecture by incorporating in little gathering talks exercise (Sweeney)[16]. This connection is contended to be simple to the understudies' learning procedure (James)[11], as the educator turns into a facilitator to learning, rather than the more usual, dull part of the speaker (Cox)[7].

**Industry-University Ties**

During the previous quite few years a major change has been found in the way policymakers about advanced education. Rather than the past-when advanced education was a piece of social arrangement but today it is progressively considered as a basic segment of national and provincial financial approach. Universities are no more expected that would work in isolation; rather, they are seen to be shared players who work nearly with industry as well as with community and government. They are a necessary piece of the national or provincial development frameworks (Mowery.D.C)[13] and a basic segment of the advancing triple helix in which universities, government, and industries change their parts through association (Etzkowitz)[9]. That’s why, higher education institutes are looking towards industries for active participation in research and academia teaching. Both industries and universities incline toward the learning difficulties to be founded on the necessities of work to exactly reflect real work circumstances that clearly add to business results. (Peters)[15] has recognized that, industrially supported exploration gives understudy with introduction to certifiable exploration real world issues and industrially supported research gives an opportunity to students work on challenging research program. Universities can add their part for technological innovation in a respective ways, including: directing exploration in innovative fields applicable to industry, giving specialized help to nearby firms, teaching all around prepared experts, and supporting staff to take part in counseling and commercialization exercises (Geiger)[10].

**Statement of Purpose**

During lecture students seem as a passive receiver and considered note taking only. The purpose of lecture is not to complete the topics’ given framework of time but additionally need to promote students’ thought and educating of behavioral skills to incorporate new teaching method to enhance students’ engagement and their dedication towards learning. IBT, Karachi (Institute of Business & Technology) realizing to provide understudies acquaint instructional exercises with the unit of academic and industrial professionals, to give understudies a chance to talk about and clear up material secured in lecture, and also to take into consideration nonstop criticism both from the instructor and students.
Objectives

To enhance students’ engagement by providing guest speaker/industrial expert. To enhance students’ learning outcome by sharing experiences of expert. To understand the students’ perception about guest speaker session. To understand IBT students’ perception about a hybrid teaching system

Methodology

In order to compare the students’ perception about guest speaker/industrial expert session with old traditional face to face teaching system. Attended guest speaker session and 5 points Likert scale based close ended questionnaire were distribute among 73 attendees of guest speaker session where 67 students completely responded to the questionnaire. There are six questions were asked that is: (1) Speaker session was beneficial addition to the class lectured, (2) I got conversation sufficient chances for clarification and feedback. (3) I value learning from practicing industrial expert of field, (4) I found depth understanding about my core field, (5) I found session to be engaging & interesting, (6) Overall, I enjoyed participating this session

There are two open questions were then asked after the guest speaker session and the reactions of these questions displayed as word cloud with every word's size relative to its predominance in the reaction. (1) Which were the best traits of guest speaker?, (2) Any suggestion about guest speaker session.

Presentation of Data

Students’ responses

To understand the students’ perception and engagement about guest speaker session by introduced an industry expert to deliver a lecture of IBT business students, six questions based close ended question used as a tool and there are various responses of students from strongly disagree to strongly agree.

Table 1. Students’ responses.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Unable to Comment (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.25</td>
<td>1.93</td>
<td>5.67</td>
<td>88.93</td>
<td>3.22</td>
</tr>
<tr>
<td>2</td>
<td>3.32</td>
<td>13.04</td>
<td>0</td>
<td>71.77</td>
<td>11.87</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0.97</td>
<td>1.11</td>
<td>4.83</td>
<td>93.09</td>
</tr>
<tr>
<td>4</td>
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<td>0.37</td>
<td>0.32</td>
<td>12.69</td>
<td>86.71</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0.12</td>
<td>0.32</td>
<td>6.55</td>
<td>93.01</td>
</tr>
</tbody>
</table>

The Table 1 shows the each question responded by session attendee that helped to understand students’ perception about new hybrid teaching system in IBT Karachi for their undergraduate business faculty students and also helped to understand participants’ engagement during this advance teaching method. Individually six survey questions graphically represents students responses of close-ended questions from strongly disagree to strongly agree in percentage as shown in Fig. 1.
Figure 1. Students’ responses percentage to six survey questions.

**Students’ statements of agreement**

In Fig. 2 the detail of students’ agreement to six questions is defined. There are three questions that have received high positive value that were question three, five and six: I value learning from practicing industrial expert of field; I found session to be engaging & interesting; Overall, I enjoyed participating this session similarly there are three questions that have received most negative value that was one, two and four: Speaker session was beneficial addition to the class lectured; I got conversation sufficient chances for clarification and feedback and I found depth understanding about my core field.
Open-ended questions responses

Two open ended questions responses confirmed and explained the responses of six close-ended questions. The 67 students responded to question one about practical approach of guest speaker and remaining twenty two students responded about field related real time examples. The question two responded by sixty-seven students about guest lecture session that were to call industries expert frequently during their semester and also oblige hybrid approach of teaching system in IBT.

The wordle word cloud with each word’s size indicating the most common terms students used in response of first open-ended question about the traits of guest speaker, that was teaching style, practical approach, experienced and real time examples, soft spoken and personality as shown in Fig. 3.

Conclusion

University-industry linkages turned into an essential component in the advanced education arrangement hover even in developed nations just in the last some portion of the twentieth century. This was considered as a method for keeping up riving edge research, exchange and utilization of information for social advancement. Institute of Business & Technology (IBT Karachi) provided to their student a hybrid instructional exercises with the unit of academic and industrial professionals, to give understudies a chance to talk about and clear up material secured in lecture, and also to take into consideration nonstop criticism both from the instructor and students. In order to compare the
students’ perception and engagement about guest speaker/industrial expert session with old traditional face to facing teaching system. Six questions were asked and there are three questions that have received high positive values 93.09%, 86.71% and 93.01 that were question three, five and six. Further two open-ended questions asked about traits and suggestion. The seminar attendees responded about guest speaker traits by numbers of words that were teaching style, practical approach, experienced and real time examples, soft spoken and personality) and second question about the suggestion of guest lecture for future improvement, students use the words that were (conduct guest speaker session frequently during semester, increase the time duration of guest lecture and provide the contents and recorded material regarding lecture).

References