

The background features a complex network of thin, multi-colored lines (blue, green, purple, yellow) connecting various points, creating a web-like or molecular structure. Overlaid on this are several semi-transparent, multi-faceted geometric shapes in shades of blue, purple, and green, resembling crystalline or molecular models. The overall aesthetic is futuristic and technical.

# **Fusion Learning Perspectives in the Post-COVID New Normality**

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# Prehistory – ANU during the quarantine waves

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We were ready for all sorts of surprises; online teaching began **on the second day of 2020 quarantine**. Zoom licenses purchased for all the teachers

2

About **15,600** online lectures and **28,400** practical classes delivered (**53,486** separate Zoom conferences)

3

**6,700** online consultations were carried out, about **4,000** exams were taken

4

**72,427** hours (**260,845,200** seconds) of video materials have been posted. It will take over eight and a half years to view all the recordings made

# Basic hypothesis behind the project

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Distant learning means the  
increased emotional overload  
both on the students and on  
the teachers



Proved to be valid through research made

# Research conducted

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1107 students were asked about the problems of the distant learning

Spring 2020

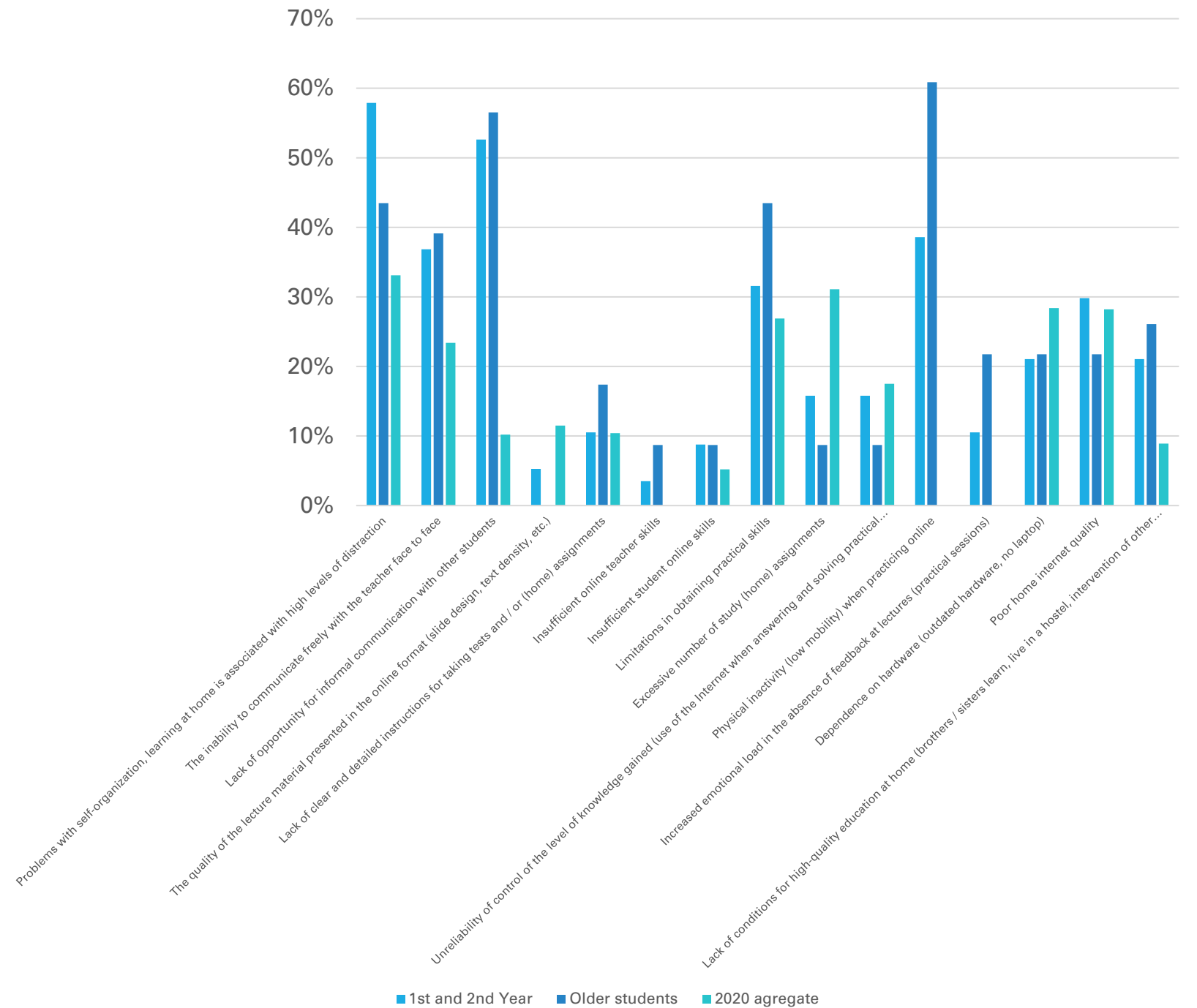
Winter 2021


Fall 2021

(January) the survey was repeated on the sample of 347 students

245 student were closely surveyed with separation by year of study – 1st and 2nd year students had spent just a few week in the University buildings. The psychological conditions were also examined.

# Problems deducted





# Psychological background of the distant learning

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Subjective well-being  
(SWB) by (Diener,  
Oishi, & Lucas, 2009)

Perceived social  
support (Simmons, &  
Lehmann, 2013)

Positive/negative  
mood (Simmons, &  
Lehmann, 2013)

Satisfaction with  
life (SWLS) by  
(Diener, Emmons,  
Larsen, & Grin, 1985)

Gratitude by  
(McCullough,  
Emmons, & Tsang,  
2002)

Diener, E.; Emmons, R.A., Larsen, R.J., & Grin, S. (1985) The satisfaction with life scale. *Journal Personality Assessment*, 1985, 49, 71–75

Diener, E., Oishi, S., & Lucas, R. E. (2009). Subjective well-being: The science of happiness and life satisfaction. *The Oxford Handbook of Positive Psychology*, 186-194.

McCullough, M. E., Emmons, R. A., & Tsang, J. (2002). The grateful disposition: A conceptual and empirical topography. *Journal of Personality and Social Psychology*, 82, 112-127.

Simmons, C. A., & Lehmann, P. (2013). *Tools for strengths-based assessment and evaluation*. New York: Springer Publishing Company.

# Psychological background of the distant learning

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Positive subjective well-being is losing positions to negative 69 to 50 this autumn vs 72 to 45 last spring

Positive/negative mood balance however is almost stable by 71 to 29 score favoring the positives – maybe reflecting the fact that students are too young to be pessimistic no matter what is going on

Perceived social support by had diminished consequently during quarantine waves and is significantly smaller for younger students

Satisfaction with life is being inside the average score – approx. 22 and stable

# FL project configuration

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Hardware



Software



Teaching  
methodology



Involvement



# A technical framework of the project

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TWO COMPUTER  
SCREENS PRESENTING  
THE CONNECTED PEOPLE  
TO THE PHYSICAL  
AUDIENCE



THE WATCHING CAMERA  
KEEPING FOCUS ON THE  
TEACHER



WIRELESS GRAPHICAL  
TABLET TO SIMULATE A  
WHITEBOARD BOTH TO  
ONLINE AND OFFLINE  
PEOPLE



GOOD IN-CLASS SOUND  
AMPLIFICATION AND  
WIRELESS MICROPHONE  
FOR THE TEACHER



GOOD IN-CLASS  
LIGHTING

# Methodological framework main components

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**facilitation**, a complete universe where hundreds of approaches exist aimed at ensuring students' participation in the process of acquiring knowledge and practical skills

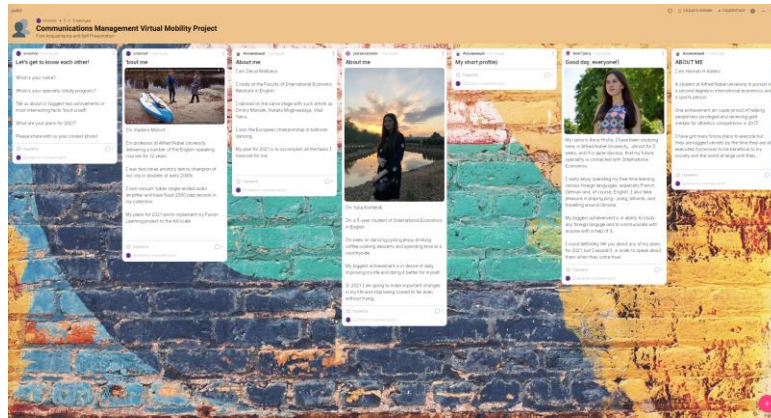


**gamification** based on the competition effects utilization during the teaching process



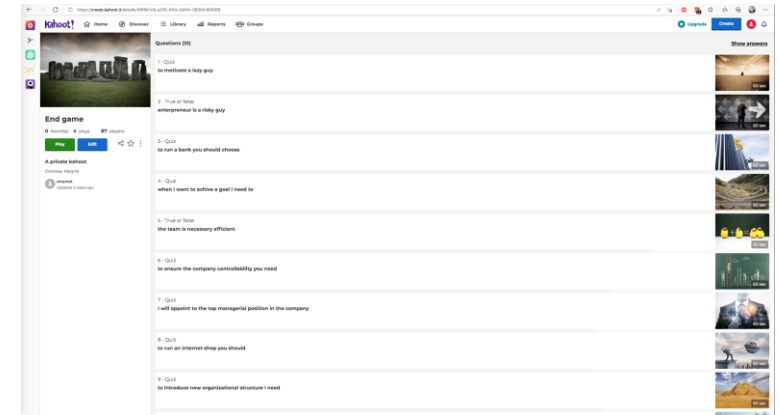
**peer learning**, where each student can feel like a teacher providing the teaching process with a mutual trust

# Creating atmosphere for FL



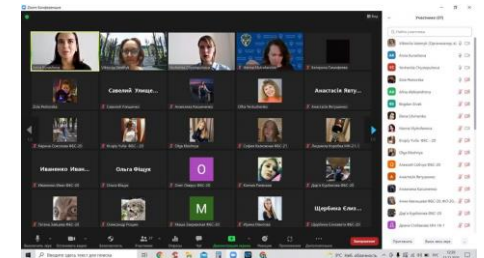
**Padlet** –  
to get to  
know  
each  
other

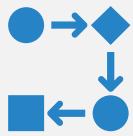
**Kahoot** –  
to compete  
in  
knowledge  
and skills



**Mentimeter** –  
to brainstorm it

And Zoom –  
to keep it  
going





To utilize the project for validated programs extension (both quantitatively and qualitative) and improvement



Obviously after all legal formalities checking

The ultimate goal of FL project

# Project outcome for now

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Virtual mobility at ANU embracing partners from post-soviet countries and Africa

Adopting the methodology for the secondary schools running the teaching process during the quarantine

Implementing the approach at the business school at ANU for the MBA programme

Preparing the project on methodology upscaling for funding via British Council



# Project extension – additional opportunities

Access to the education of quality regardless to the geographical location of the student

Raised inclusivity

Comfortable access for those who are temporary not able to attend offline classes (decease, injury, unavoidable trip etc.)

# Project extension – additional opportunities

Tolerance raised in the new real-virtual environment rich with ideas coming from any direction

Communication experience in the borderless real-virtual environment which

**Migrating the full-scale educational product to the fused real-virtual environment which is habitual to young generations we create a new value of knowledge**



We want to attract the attention of the colleagues to the new relations mode with the students in new post-COVID normality



That's why we eagerly wanted to be heard. We propose to continue it with YOU, our partners

Our motivation behind this speech