**Reflecting on the Covid-19 Pandemic,**

**Impact On & Implications for Marketing Pedagogic Practice**

The challenges of Covid-19 and the impact on students and staff and wider cannot be understated. This paper provides reflections on the experiences of a UG Business and Marketing programme from 2 differing perspectives: the Academic and the Student. This is a working paper, based on initial analysis of qualitative data. The full results of the semi-structured interviews will be presented at the Conference.

At the start of the pandemic the focus was student and staff welfare, followed by student experience and attainment. Suddenly everything moved to remote learning. There were many positives, e.g., technological advancements and digital upskilling, but also issues for student engagement and attainment. This research provides reflections on this.

*Academics’ Reflections*

Institutions have had to ensure that everything is accessible, flexible, and adaptable to enable and enhance engagement. Learning and teaching activities changed very quickly. Suddenly terms such as a ‘digital poverty’ and ‘digital upskilling’ became immediate issues. The increased use of technology meant that staff had to ‘learn quickly’. The pressure this brought was increased when wider retention and attainment considerations were applied. It was a challenging yet thought-provoking time for all, as one lecturer states*: “I felt that at times I was on a constant learning curve in relation to new technologies, however this did mean that I was able to learn new skills and apply them to my pedagogy.”* Sometimes interaction was limited to ‘text box chat’ or one or two lone student voices, many times not having any student faces on show, *“I got to the know the initials of my students very well”* joked one academic colleague.

*Students’ View*

Students identified that ‘digital upskilling and digital poverty’ had an impact even if they didn’t call it that. They identify the effect of moving to online learning upon their ‘university experience’ both academically and socially. The impact was considerable in many cases negative. One student identified; *“At times I forgot I was a university student as I did not meet my lecturers or fellow students, my experience of university was in my bedroom”*. This view is shared by others interviewed and identifies a perceived lack of engagement with the institution, despite the best efforts of staff.

*Discussion*

The concept of the university experience has been widely explored (Douglas et al, 2006; Alves and Raposo, 2010: Meehan and Howells, 2018, El Said, 2021) and key factors which influence the experience defined. These include the role of academic staff and the student environment created within the university. Reviewing the responses received the change to online teaching had a direct impact on these factors. Student expectations are constantly evolving, and the ongoing global pandemic is a good example of how this has only been heightened (Aucejo, 2020). Staff expectations also must be considered. It is likely that most institutions will continue with a blended pedagogy and this needs to be carefully managed to ensure the student experience is suitable (Suleri, 2020). This will be explored further in our ongoing research.