

LYCar Company Project

"An investigation on the current feeling of sense of belonging amongst students in the virtual environment of Hotelschool the Hague"



Research Report
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Date submitted: 4th of September 2021

Year and Block: 2021-A

Words: 2989

Executive Summary

For this project, the client, Ms. Schepel, requested a study into the students' perspective on diversity and inclusion at Hotelschool the Hague (HTH). Research conducted in former blocks expressed the importance of a sense of belonging on students' well-being and their academic achievements. With classroom hours often being the single moment of interaction between peers and lecturers, an inadequacy of connectedness within the classroom can cut back a student's sense of belonging. However, this year HTH transferred from traditional face-to-face classes to virtual classes. Developing a sense of belonging is already a challenge on-campus but, how is this done virtually? Even though the majority of universities made the complete shift to online classes, among other things, lecturers remain to struggle to support their students online. Therefore, research into the students' sense of belonging in the virtual environment of HTH is valuable for the institution to gain more insights on how to create an inclusive online environment and ultimately improve student well-being. With this context in mind, the following Main Research Question was formulated:

How is the virtual environment at Hotelschool the Hague influencing the sense of belonging of students?

The aim of this study is to gain a deeper understanding of what factors are important to enhance an inclusive environment in the online curriculum. Maslow's theory on the hierarchy of needs explains that belongingness is one of the basic human needs, once a person meets their first two needs, physiological and safety, the need to belong arises further.

Present literature has revealed several benefits of having a sense of belonging in school. It is a critical factor for students' academic success and mental well-being; besides, it can have a positive impact on school engagement, social relations as well as the universities' retention rates. Studies have shown that positive social relations between peers as well as amongst students and lecturers, positively contribute to the development of a students' sense of belonging at school. Furthermore, it was reported that students retrieve bigger feelings of belongingness when classes are given in supportive classroom settings. Since a sense of belonging has an impact on one's motivation and behaviour, a lack of belongingness should be carefully examined when looking at disengagement, loneliness, and dropout factors of students.

One of the key constraints in the virtual environment is the loss of interpersonal interaction amongst lecturers and students. It has been stated that there is a need for human interaction, people want to feel emotions, and this cannot be provided through a hundred percent online learning environment. According to research, in the virtual environment, student's motivation improves when they feel a human connection with a lecturer. Moreover, student engagement is another crucial factor encouraging students to perform, especially the supported engagement. Besides, it is of importance that virtual classes are developed purposely for virtual use, rather than transmitting offline content to an online design. Inactive class design often turns out to be a disengaging experience for learners. All in all, there are several factors to consider when hosting classes online, as well as creating a sense of belonging. By this means, a gap was found since no research was discovered on how the virtual environment has an influence on the sense of belonging of students. Consequently, to bridge the gap, qualitative research was conducted to determine how the sense of belonging can be developed in the virtual environment.

The population for this study consisted of HTH students, lecturers, and an expert in the field who were all chosen by non-probable purposive or snowball sampling. After gathering all data, the interviews were unravelled, coded, and constructed through thematic analysis. By color-coding, the researcher developed a summary on the key issues and general meaning that reoccurred across the data.

Additionally, in order to evaluate the findings, two informative blogs were created and published on LinkedIn articles. The blogposts were evaluated by twelve HTH educators and two people who have experienced working in the virtual environment. After evaluation, the blogposts were transformed to a design-based solution: a practical guidebook on how to create an inclusive environment in a virtual classroom provided in a reader-friendly design. The content of the guidebook is implementable, easy to understand yet informative.

By means of dissemination, the blog posts were shared on LinkedIn, to students, HTH educators, researchers' personal networks as well as applicable groups for this topic. Furthermore, in order to disseminate the findings within the HTH community, the blog posts were shared on the intranet and the HTH newsletter. Lastly, as LYCar is moving towards digital pedagogy, the researcher thought it was appropriate to disseminate the guidebook to all LYCar educators.

Herewith, the researcher kindly invites you to read the company project.

Preface

In the final phase at Hotelschool the Hague, *Launching Your Career* (LYCar), students get encouraged to start their professional career journeys. This course allows me to display my readiness for a professional career and it likewise pays attention to both my professional and personal development.

Throughout LYCar, students are expected to deliver three reports: Career Launching Plan (CLP), Company Project Report and Career Portfolio (CP). The LYCar program allows students to choose from four different tracks, thus, allowing them to design the course to own preferences. Personally, I chose track two meaning that I start with research followed by a placement. The Company Project Report is grounded on the Design Based Research (DBR) Cycle including:

- 1) Problem Definition
- 2) Analysis & Diagnosis
- 3) Solution Design
- 4) Evaluation
- 5) Intervention

After the handing in the proposal, I have completed the DBR cycle by implementing and evaluating the solution. Furthermore, my research will be disseminated in a defence with peers and industry invitees.

Personally, diversity and inclusion has attracted my interest for the past several years. Therefore, I am very pleased to do my research for the diverse minds' platform of HTH managed Ms. Schepel as my commissioner. During my first meeting with Ms. Schepel, it turned out to be that there was one topic close to my current interest. As of March 2020, Hotelschool the Hague was obliged to shift their school environment to a virtual world. Meaning that HTH students including myself were obliged to follow classes online. Personally, I did not always feel included in the classes, and it were those moments which sparked my interest to do research about the effects of virtual environment on the inclusion at Hotelschool the Hague. Together with support of Ms. Van Geuns, as my LYCar coach, I decided to conduct my research on the current feeling of sense of belonging in the virtual environment of Hotelschool the Hague

I would like to seize this opportunity to show my gratitude towards various important people who were involved in this first part of my LYCar journey. First, I would like to thank my coach Ms. Van Geuns for her time and effort. Ms. van Geuns challenged me to think critically and coached me towards the right direction. Lastly, I would like to thank Ms. Schepel for her role as commissioner and her creative and critical inputs on my research.

Regards,
Ingeborg Netjes

List of abbreviations

HTH	Hotelschool The Hague
MRQ	Main Research Question

Figures

- Fig. 1 Value Proposition Canvas
- Fig. 2 Insight on guidebook
- Fig. 3 Evaluation guidebook
- Fig. 4 LinkedIn dissemination

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1. Context

For this project, the client requested a study into the students' perspective on diversity and inclusion at Hotelschool the Hague (HTH). This year HTH transferred from face-to-face classes to online learning. The aim of this study is to gain a deeper understanding of what factors are important to enhance an inclusive environment in the online curriculum. Therefore, the research includes an investigation on the current feeling of sense of belonging amongst students in the virtual environment of HTH.

1.1 Hotelschool the Hague

HTH offers a 4-year bachelor programme split into three different phases. The first phase consists of students learning basics about the hospitality industry. Only during this phase, students are required to live on the HTH campus. The second phase starts with a practical internship, after half a year the students return to class. During these classes, students start developing management and leadership skills. In the final phase, students will apply their knowledge and skills strategically, while seeking new innovative combinations and finally go on an internship.

This March, the pandemic caused all education institutes in the Netherlands to close their campuses so that students could follow social distance regulations (Adnan, 2020). A research conducted by HTH revealed that they could offer all courses online, though, they also experienced that motivation, engagement and, study results negatively affected students on a long-term basis, if sticking solely to online education (HTH, 2020). Furthermore, students do not experience classes online the same as how they would experience them on-campus. For instance, students miss the coffee machine talks and face-to-face meetings (ibid).

1.2 Virtual environment

Before the transition to virtual learning, the preferred online platform of lecturers and students was called MyHotelschool. This platform is a learning management system providing a web-based environment where lecturers get can create and share content about courses. Besides, it is also the platform where students submit their assignments and where lecturers can send announcements and feedback to students. Furthermore, all staff and students have a subscription on the Microsoft Office 365 package, this cloud-based platform provides apps such as Word, Outlook and Teams. Therefore, prior COVID-19 Microsoft Teams was already established within HTH, nevertheless it was mainly used to share and work in documents together. Since most of the team-meetings were conducted on-campus.

Aforementioned, students and lecturers were forced to change their usual classroom to a virtual one. Aided by online platforms, HTH could recreate an offline school setting in a virtual environment. Platforms truly stimulating this classroom change include Microsoft Teams and Zoom. These platforms contain tools, such as videoconferencing, chat boxes, screen sharing and many others, allowing lecturers to enhance the student's educational experience during a virtual class. The current pandemic is still growing, and as things remain to change, the one certainty amongst all uncertainties is that it will not be a return to normal, but rather be a new normal. (Neuwirth et al., 2020) Despite this, there are no pre-defined consequences on how the potential on and offline learning environment will appear in the future.

1.3 Sense of Belonging

Research by a former HTH student on the current feeling of social-inclusion amongst phase-one students revealed that the mental well-being of students significantly relies on experiences, positive relationships as well as academic success and a strong sense of belongingness (Vos, 2020). Besides, Maslow's theory on the hierarchy of need's explains that belongingness is one of the basic human needs, once a person meets their first two needs, physiological and safety, the need to belong arises further (Poston, 2009). In current studies sense of belonging is defined as:

"Student's perceived social support at the campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g., HTH community) or others at the university (e.g., colleagues or fellow students)." (Strayhorn, 2018)

Research shows that students experiencing a feeling of belongingness are more capable of demonstrating intrinsic motivation, developing greater feelings of identity, and behave in class according to community standards (Verdín et al., 2018). Moreover, a sense of belonging at school is a significant factor for a persons' overall university experience (Strayhorn, 2018). With classroom hours often being the single moment of interaction between peers and lecturers an inadequacy of connectedness within a classroom can cutback a student's sense of belonging (Vos, 2020). Sense of belonging is not only influencing academic success but can influence the students' drop out and graduation rates (ibid). Jacoby and Garland (2004) states that students not feeling any sense of belonging seldomly continue studying at the same university. However, research also suggests that some students, for instance living with a group of friends from other universities, do not consider sense of belonging at university as fundamental component, since the need of belongingness is fulfilled at their home situation (Curran, 2016)

1.4 Problem definition

This context displays the significance of the current feeling of sense of belonging amongst students in the virtual environment of HTH. Research conducted in former blocks expressed the importance of a sense of belonging on students' well-being and their academic achievements. (Vos, 2020). Developing a sense of belonging is already a challenge on-campus but how is this done virtually? Even though the majority of universities made the complete shift to online classes, among other things, lecturers remain to struggle supporting their students online (Hodges et al., 2020). Reasonably, due to the imposed restrictions by the pandemic, the most urgent need may seem to deal with issues coming along with the transition of the curriculum, e.g., smoothening the course delivery (Neuwirth et al., 2020). Nevertheless, the true challenge is much more profound and intrinsic, the true challenge is how lecturers should approach to sustain rigor and provide meaningful classes while at the same time encourage students to engage in important, co-operating informative activities within the limits of a global pandemic? (ibid). Therefore, research into the students' sense of belonging in the virtual environment of HTH is extremely valuable for the institution to gain more insights on how to create an inclusive online environment and ultimately improve student well-being.

This research will answer the following Main Research Question (MRQ):

How is the virtual environment at Hotelschool the Hague influencing the sense of belonging of students?

1. Literature Review

1.1 Theory

2.1.1 Sense of Belonging at school

According to several psychologists' humans are complex beings; all people eventually have, unique souls, their purposes and, desires (St-Amand et al., 2017). However, people have an intrinsic need to belong to a crowd; create meaningful relationships, to like and be liked, and to look after others and be looked after (ibid). Creating steady and affectionate relationships alongside a sense of belonging is in fact a universal need (Baumeister and Leary, 1995).

Aforementioned, a sense of belonging is a key factor for students' academic success and mental well-being (Vos, 2020), besides, it can have a positive impact on school engagement, social relations, and universities' retention rates (St-Amand et al., 2017). Previous research showed that a sense of belonging may positively relate to participation in academic and extracurricular activities along with increased student motivation (Freeman et al., 2007). For instance, students experiencing sense of belonging tend to understand future benefits of mandatory schoolwork and have a greater belief in oneself to successfully finish their program (Goodenow, 1993). This experience is specifically essential for the performance of students coming from a racial minority, lower socioeconomic families or have disabilities (Becker et al., 2002).

Furthermore, Strayhorn (2018) mentioned students feeling a lack belonging, may encounter challenges managing their schoolwork, as one of their fundamental needs to perform, sense of belonging, is not fulfilled. Therefore, insufficiency in student's sense of belonging can be leading indicator towards disengagement from school (St-Amand et al., 2017). As a sense of belonging has impact on one's motivation and behaviour, a lack of belongingness should be carefully examined when looking at disengagement and dropout factors of students (Ma, 2003). Furthermore, research shows there is a strong positive relation amongst students' sense of social belonging and their level of well-being, positive relations and happiness; including positive emotions and feelings such as self-confidence and social inclusion (St-Amand et al., 2017). Clear feelings of social isolation or an inadequacy of social connections, tend to increase anxiety (Moeller et al., 2020). Nevertheless, mental problems as for instance; depression, sociophobia and isolated feelings will decrease once students feel belonged to their school (ibid). Overall, students are eager to study and complete their program once knowing they find themselves in an encouraging and caring university environment (Owolabi, 2018). Therefore, a sense of belonging is a critical factor for nurturing students' academic success, well-being and retention.

According to St-Amand (2017), it turns out that positive social relations between peers along with students and lecturers, directly contribute to the development and preservation of a students' sense of belonging at school. Furthermore, students retrieve bigger feelings of belongingness when classes are given in supportive classroom settings (Zumbrunn et al., 2014). Students' perspectives of belonging in a university class are connected to three parts of the lecturer's behaviour: (1) Warmth and Openness; (2) Support of Student Engagement and (3) Structure (Freeman, 2007). Moreover, sharing stories about students' struggles influences a sense of belonging and academic outcomes as students see that it can be common to struggle academically (Aguilar et al., 2014). For instance, a lecturer can share stories about students struggling at first but ultimately succeed (ibid). Lastly, another way to create sense of belonging is when lecturers suggest high standards while convincing students of their capability to reach those standards. For instance, by offering students constructive feedback, to develop their confidence and help them be successful (Yeager et al., 2014).

2.1.2 Benefits, challenges and opportunities online learning.

Cranton and Thompson (2014) defined the term "online learning" as a method of providing educational material and classes through the utilization of digital communication. This method is developed to carry out at distance, the teaching can be conducted asynchronous, synchronous, or a combination of both (ibid).

Along with several challenges, online learning also provides wins. Online learning enhances the flexibility of education (e.g., location, commuting time, time management) which, consequently, could lead to more inclusive higher education (Moore and Greenland, 2017). The flexibility is beneficial for many students but especially for adult or working students, due to the need for elasticity in their timetables to access classes (ibid). However, the imposed transition towards online learning creates a challenge in assisting educational activities for students with special needs while at the same time alleviating any threat of exclusion and vulnerability (OECD, 2020). Furthermore, online courses may also distance students, in particular passive learners, since online learning requires more accountability from students for their study. These students might require more encouragement, structure, and self-control to be able to succeed (ibid).

Social distancing allowed us to realize that pedagogical patterns should be approached differently in the virtual environment (Ferri et al., 2020). Lecturers are rather resembling a moderator and advisor in online classrooms. Consequently, knowledge, in particular feedback and assistance for students, should be provided in an alternative way (ibid). Therefore, innovations in educational approaches, are necessary to engage students and encourage their pro-active attitude, which is challenging to achieve when all peers are only connected virtually (ibid). Besides, to implement these innovations effectively, lecturers must receive training to improve their technological and other related abilities (ibid). Virtual classes, completely online or within the framework of a blended-learning approach do have constraints. One key constraint is the loss of interpersonal interaction amongst lecturers, students, and peers (Ferri et al., 2020). Moreover, there appears a need for human interaction, people want to feel emotions, which cannot be provided through a hundred percent online learning environment (ibid). Another challenge faced is the access of students to the virtual courses. For instance, the availability of functioning wi-fi, electronic devices or even an appropriate space to follow or give classes differs from person to person (HES, 2020). Further obstacles are technical problems that come along, students and lecturers can become annoyed with the difficulties, which can lead to less engaged students (Dumford and Miller, 2018).

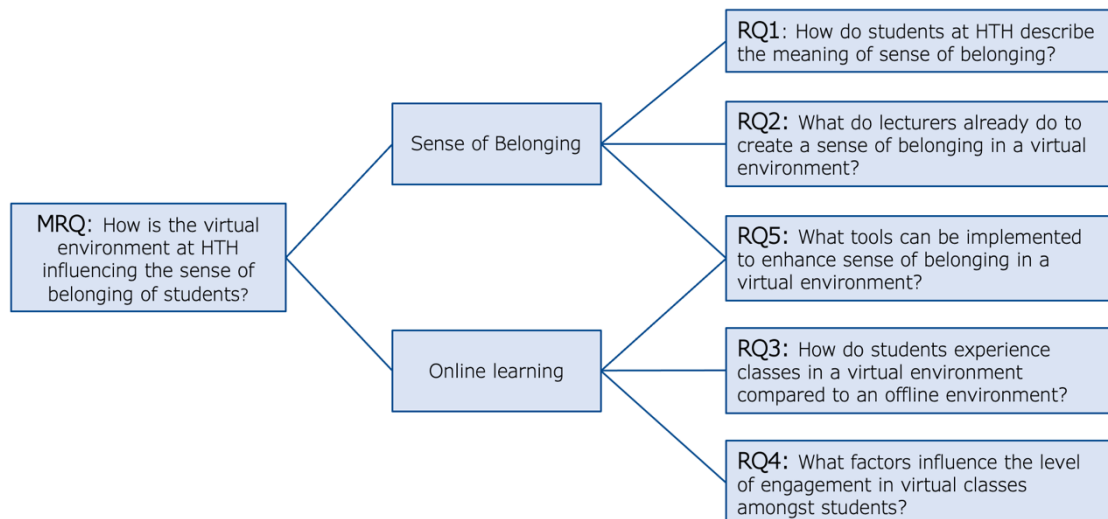
Previous studies showed there are several factors are contributing to enhancing virtual course delivery. Literature shows that the development of “human” cyber interaction contributes to a closer community of students and lecturers, even though it is difficult to convey the full interaction virtually, it is the platforms that can provide the human interactions wherever possible (Ferri et al., 2020). For instance, face-to-face interaction does not essentially need to contain teaching, but can also involve support from lecturers through video calling. Student’s motivation improves when they feel a human connection with a lecturer resulting in feeling more inclined to convey difficulties about classes or learning journeys (Kiefer et al., 2015). Moreover, student engagement is another factor, especially supported engagement. Regular and meaningful feedback improves the virtual education experience (Ragusa and Crampton, 2018). Feedback is not just emphasizing the points of improvement, but also supports the motivation of students by complementing and highlighting the correct parts (Moore-Adams and Warnick, 2016). This type of feedback gives a sense of humanity from lecturer towards students (ibid). Furthermore, student engagement can be enhanced through participatory methods for instance co-creation platforms, students tend to become more engaged or even contribute to the content development for classes (Ferri et al., 2020). Besides, it is of importance that virtual classes are developed purposely for virtual use, rather than transmitting offline content to online design (Stone, 2019). Inactive class design often turns out to be a disengaging for learners (ibid). Aforementioned, some students struggle with online learning and managing their educational responsibility (Mupinga et al., 2006). Therefore, lecturers must determine well-defined expectations as for instance frequent constructive assessments to direct students’ potencies (ibid). For years to come, when all offline education activities may continue again, a balance between on-campus and off-campus learning should be established. Since a virtual learning experience can complement offline classes, also known as the blended learning approach (Ferri et al., 2020).

1.2 Research Questions

The following questions are built on the literature review and will support answering the MRQ:

How is the virtual environment at Hotelschool the Hague influencing the sense of belonging of students?

1. How do students at HTH describe the meaning of sense of belonging?
2. What do lecturers already do to create a sense of belonging in a virtual environment?
3. How do students experience classes in a virtual environment compared to an offline environment?
4. What factors influence the level of engagement in virtual classes amongst students?
5. What tools can be implemented to enhance sense of belonging in a virtual environment?



(104 words)

2. Methodology

The population of this research consists of **all HTH students** following the bachelor's program. A **non-probable sampling technique** was chosen, the **non-probable purposive** and **snowball sampling** were used. Through snowball sampling, existing participants helped encouraging other potential participants to take part in the research (Taherdoost, 2016). These methods were selected since the approaches were low-cost and assisted in overcoming the limitations to gather participants within a small-time frame. Since this topic is new the **qualitative research method** was selected and therefore, a greater approach when focusing on experiences and emotions (ibid).

All interviews took place as **semi-structured in-depth interviews**; enabling the researcher to prepare a list of questions as a guideline prior interview and enabling participants to still express their views on their own terms (ibid). The semi-structured in-depth interviews were conducted until repetitive answers appeared. In total **9 students, 2 lectures** and, **1 expert in the field** participated. In order to gain a holistic view, nine students were selected on basis of their phase at HTH. Furthermore, two lecturers were selected, to gain insights into the educator's perspective. Lastly, an expert in the field was interviewed, to gain insights on formerly conducted research on virtual environment at HTH. All data is used with the permission of the interviewees. *See appendix 1 for consents.*

Furthermore, the **thematic analysis** took place to determine common themes, topics, and patterns (Vaismoradi et al., 2013). After data collection, interviews were unravelled, coded, and constructed. The color-coding helped the researcher to develop a summary of the key issues and general meanings that reoccurred across the data (ibid).

There was the risk of **selection bias** since some participants were selected through non-probable-purposive sampling. However, through snowball sampling, this limitation was reduced.

The researcher is part of the population, while defining the questions **researcher bias** could have taken place. Nevertheless, this was reduced by defining the questions in accordance with the literature review.

3. Analysis and Diagnosis

3.1 Findings

See appendix 2 for transcribed interviews

In the first approach of color-coding, the researcher developed, among other categories, five different categories to analyse the term sense of belonging. The categories included: a description of the sense of belonging, feeling before the virtual environment, current feeling in the virtual environment, students' perceived support of lecturers, and lecturer's description on tools enhancing a sense of belonging. However, during the coding, the researcher found that the results remained superficial. After reviewing the results, the research found that the term sense of belonging contains different distinctions. The researcher concluded, in the virtual environment some parts of the sense of belonging were still present and others were decreased. Therefore, to distinguish several points of focus, for analysis purposes the term belonging was divided into sub-terms:

Sub-term	Description
Individual belonging	<i>Student's sense of ease with oneself and one's surroundings. e.g., "sense of purpose, feeling safe, comfortable"</i>
Social belonging	<i>Student's sense of having positive relationships with others. e.g., "friends, community, socializing, being involved"</i>
Classroom belonging	<i>Students feel they are being valued accepted, included and encouraged by others in the classroom setting.</i>
Course belonging	<i>Student's sense of connection with the content offered.</i>
Geographical belonging	<i>Student's sense of connectedness to the environment.</i>

Sense of belonging according HTH students

HTH students defined sense of belonging in various ways, but students mainly described the term as: "feeling part of and recognized by the community".

Individual belonging

Firstly, students mentioned that in the offline environment they felt included, a sense of purpose, and part of the institution. However, the transition to the virtual environment negatively influenced their sense of purpose at HTH, students stated they do not learn the same and that they feel less driven. Furthermore, due to the high tuition fee and transition to the online curriculum, non-European students feel they pay too much tuition fee for the actual education and support they receive. Similarly, LYCar students on placement mentioned they feel that the occasional support given is not worth the paid tuition fee. Also, it has been mentioned that when a student doesn't adhere to a lecture's way of teaching/communicating, the student may feel excluded and feel a sense of loneliness.

Social belonging

Thanks to Skotel's experience, many students feel social belonging towards HTH, though in the virtual environment it likewise decreased. They miss social interaction within the community itself, on the contrary, they do not enjoy social activities online as it feels forced. During online social activities, students tend to feel awkward as everybody can hear them. It has been mentioned, they rather organize activities, or study sessions, in private environments. When

corona permitted it, offline team activities helped students bonding online. Nevertheless, students not having this possibility to meet peers offline feel more excluded and tend to feel they are doing school all by themselves. Furthermore, social belonging increases when lecturers show personal interest in students.

Classroom belonging

Overall, in the virtual environment students feel a lack of classroom belonging. Especially, when a lecturer solely shares content without any discussion or interactivity. Students mentioned they are just staring at the screen and do not feel included in the class. Moreover, during classes in large groups, students do not always feel socially responsible to answer questions, and sometimes students are not even physically behind their laptops. Due to the lack of personal touch, students highlighted they feel more excluded in large groups as they rather feel like a number than a person. Especially when classes have no interaction. Though, students feel more included when receiving classes in smaller groups. They mentioned it feels more comfortable and safer to speak up as well as easier to interact with each other. Furthermore, when students are not encouraged by others in the classroom environment, they tend to get a standalone feeling. Besides, various students specifically struggled when they were in different time zones and had to connect but couldn't join in.

Course belonging

Generally, content belonging varies per student. Students appreciate lecturers continuously trying to improve their courses. Though, students experience difficulty with active participation in classes where they don't have an interest in the content. However, students tend to feel motivated when content sparks interest. Lastly, content belonging also depends on how much workload students already have and how important they think the content given in class contributes to their needs. Though, this also occurs in the offline environment.

Geographical belonging

Firstly, geographical belonging for first phase students is rather strong as this is instantly developed by them living on campus. Nevertheless, other phases mentioned they miss studying at the actual HTH campus. Furthermore, students not living on-campus tend to disconnect from HTH as they mentioned that there is nothing HTH about their place. Students stated that motivation drops due to them constantly working in the same environment. In the end, students prioritize the physical environment over virtual environment, as they feel you can only acquire the entire HTH experience at school. Although, students living in the Netherlands mentioned that they intend to create this HTH feeling by studying with peers at their own homes. Various students mentioned that the blended learning approach helped to increase their connection towards HTH however, students not living in the Netherlands tended to feel excluded.

Teacher-student interaction in virtual world

Overall, students are satisfied, they feel compassion for how lecturers deal with the change to virtual environment, nevertheless, some students still feel unsupported at times. Students mentioned it is easier to schedule a meeting with lecturers, they experience the meetings as efficient but personal. Students feel more seen by lecturers the moment they use a personal approach. Though, lecturers struggle with giving a personal touch in short classes. Furthermore, students living in different time zones do not always feel fully supported by lecturers when they can't record the classes. Also, students feel more involved when lecturers respond fast to emails/messages, though, it often occurs that lectures reply late or not at all on emails/messages. Additionally, lecturers with reduced working days struggle to respond quickly to emails/messages. Students stated to feel unsupported when lecturers have delays with uploading content. Regarding tutors, some students are very satisfied with their tutors some not all. Satisfied students get regular emails from their tutors and feel more approachable. Unsatisfied students say that they barely hear anything from their tutors. Students rather prefer tutors reaching out to them instead of vice-versa. Lastly, LYCar placement students miss a set structure of timeslots for coach meetings, such as in the first placement.

Class interaction in virtual world

Students experience more engagement in smaller groups. Students perceive tools as menti-meters etc. interactive, however not when used in every class. Students feel more engagement when doing assignments and discussions together during class time. Furthermore, various students said when they do not have their cameras on, they tend to focus on non-school-related matters. On the other hand, when lecturers ask students to turn their cameras on, students often say they have technical troubles. However, lecturers are doubting if this is the truth. When names are used while asking questions students quicker engage. Though, it is stated that the social responsibility to respond in the classroom was cut down, especially in classes with big groups. When the classes are too long students tend to disengage, though, the biggest trigger for disengagement is when teachers solely share content. When students feel less engaged, they tend to zoom out and focus on other matters. A big struggle for students is to keep focused while being behind the laptop for too long. Furthermore, in some course's students miss structure on myhotelschool.nl, which can create confusion during class. Also, a lecturer mentioned that if there is no break the interactivity reduces. Lastly, LYCar students are positive about the peer group coaching, though some students felt they needed at least 3 people in their group to get the real benefits from this approach.

On-campus and virtual environment

In the virtual environment, students mentioned the excitement of going to class has reduced, as it is all happens behind one laptop. On the other hand, students also stated that if well set-up, classes can be efficient and to the point. Though, they still miss social interaction. They experience social interaction online as unnatural. The only way how they experience adequate social interaction online is in smaller group interactions. Students stated that on-campus they can joke around more than they do online. Besides, students felt that they were participating more actively in class due to the HTH environment and surroundings of peers. Even though, online classes can be efficient it is the less efficient matter that students miss.

Tools used by lecturers

There are several tools already used to increase the engagement of students which eventually supports the sense of belonging of students. As previously mentioned, students feel more seen when lecturers use a personal approach. It has been mentioned that it is difficult to create this personal approach in short classes or big groups. Moreover, Lecturers intend to set clear expectations at the beginning of the class nevertheless, lectures encountered that students do not necessarily live up to those expectations. According to several lectures, appointing tasks to students helps to keep them engaged e.g., presenting results, timekeeping, and regulating chat-box. Furthermore, students are very pleased about the break-out rooms, they feel that the interactions are more natural. Besides, lecturers try to keep their students engaged by tools such as Kahoot, Menti-Meter, Spinning-wheel, and chatbox. Nevertheless, when some tools are overused students disengage.

During the primary data collection several ideas came across to enhance the sense of belonging. Fulfilling the need of personal approach is not necessarily to be obtained solely in online classes. Therefore, more one-to-one sessions may assist in more guidance for students e.g., buddy coaching or more tutor sessions. Generally, lectures should focus more on the interaction rather than just sharing the content. Nevertheless, content should still be shared but rather give a brief update about the knowledge and use the classes for interactions and discussions by using the break-out rooms. Observations showed that not all students do the work up-front therefore, it is important to make the work upfront interactive e.g., by sending out a quiz and adjust class to the answer's students struggled with. But, for transparency towards the students, it is of significance that the information is easily accessible on myhotelschool.nl and displayed in a clear structure. During the classes, especially when lectures provide content, a "camera-on encouraged" rule could assist lecturers in seeing what students are doing, and overall creating a more inclusive classroom.

3.2 Discussion

By means of answering the main research question, the findings and literature are interpreted to the five sub research questions. The main research question, how is the virtual environment at Hotelschool the Hague influencing the sense of belonging of students?

Interpretation

1. Sub research questions that were related to a sense of belonging were:

RQ1: How do students at HTH describe the meaning of a sense of belonging?

During the interviews, the researcher found that most HTH students are somewhat aware of the meaning of a sense of belonging. For most students, the term sense of belonging is related to being part of the community and being recognized. Nevertheless, students are not immediately aware that a sense of belonging also includes the general sense of purpose they feel at HTH as well as the degree of connection towards the content.

RQ2: What do lecturers already do to create a sense of belonging in a virtual environment?

It was discovered that lecturers did an attempt on different ways how to increase the sense of belonging during their class, however, not all were effective. When implementing tools during their classes, it was found that many tools were not appropriate for the class type. When using certain tools, factors such as the size of the class, the variation of tools used, and the time of the class were not always considered. Furthermore, due to abrupt transmission from offline to online education lecturers did not have education on functioning methods how to create this feeling in their virtual class, and therefore, to figure this out, trial and error was done during class time.

2. Sub research questions that were related to online learning were:

RQ3: How do students experience classes in a virtual environment compared to an offline environment?

The interviews were conducted during a strict lockdown, therefore, on one hand, the researcher found that many students longed to be back in school, on the other hand, students enjoy several parts of the online education. The investigation has revealed that social distancing had a big influence on how students experience virtual classes. When students are not able to meet their friends, a sense of loneliness and demotivation appeared. However, when students can follow online classes while doing offline activities with their project group or university friends, the virtual environment was more appreciated. Students felt that when a class is a good set-up, the virtual classes are more to the point, and less time-consuming compared to offline classes. Students enjoy having the freedom at home, however, this freedom and the environment at home can also be distracting or boring. In the offline environment, students feel that classes are not always to the point, but it is the social interaction with other students and lecturers which makes classes offline very enjoyable. In the end, students appreciate certain parts from both online and offline classes, therefore, when the corona pandemic is in control, it would be interesting to maintain the healthy balance between these different environments by the blended learning approach. According to the researcher, it would be effective to host classes such as workshops in the offline environment and large lectures in the online environment.

RQ4: What factors influence the level of engagement in virtual classes amongst students?

Research revealed that not only the level of engagement is important to students, but it is also the overall personal approach that makes a class more engaging for a student. When a student feels seen by the lecturer, the students feel more socially responsible to actively participate in class. Furthermore, it was found that when a class is thoughtfully designed for online use students are more inclined to keep their focus on the content. Another factor influencing the level of engagement is the number of virtual classes a student has in a day. The more classes, the lower the level of engagement, students get simply tired from staring at the screen all day. Lastly, at times the engagement level of students also depends on how much workload students already have and how important they think the content given in class contributes to their needs.

3. *The sub-research question that was both related to a sense of belonging and online learning was:*

RQ5: what tools can be implemented to enhance a sense of belonging in a virtual environment?

The research revealed that various tools can be used to enhance the sense of belonging in the virtual environment. However, the tools can only make a difference when a lecturer properly pays attention in designing the class purposely for virtual use. Furthermore, the researcher found that students feel a greater sense of belonging when they feel seen and heard by their lecturers. It is discovered that it is difficult for lecturers to create a sense of belonging solely in class, the feeling of belonging is specially created in small moments such as fast responses on e-mails, or one-o-one feedback sessions. Therefore, according to the researcher, along with the class design, it is the availability of lectures that may enhance the sense of belonging for students in the virtual environment.

The literature on peer-assisted learning did not add definite value to the research questions, for this reason, this section was placed in the appendices.

Refer to appendix 3 for literature on peer assisted learning

3.3 Conclusion

The findings and discussions underpinned the MRQ and displayed an indication that the virtual environment has a direct effect on the sense of belonging of HTH students.

As discussed in the previous sections, the transition to the virtual environment brought many challenges, nevertheless, it also has brought opportunities. Developing a sense of belonging was already a challenge on-campus but there were no clear implications on how lectures could approach this virtually.

Though some lecturers have done attempts to create a sense of belonging in the virtual environment, students mentioned not all lecturers have been able to provide this feeling during virtual classes. In the virtual environment, lecturers need to consider many different factors such as the way how content is presented, how they engage students, and how they implement the personal approach. However, many unforeseen factors influence the approaches to creating this sense of belonging, for instance, class length, class size, interest in content, technical problems, content display, etc. Due to lack of belonging, students might have felt disengaged, demotivated, sense of loneliness, and lack of connection towards HTH.

Consequently, the transition to the virtual environment and the lack of knowledge on tools creating a sense of belonging while tackling the influencing factors, makes it currently challenging for lecturers to provide inclusive virtual classrooms. In the next section, solution design the researcher presents specific propositions to enhance the current feeling of sense of belonging for students in the virtual environment.

4. Solution Design

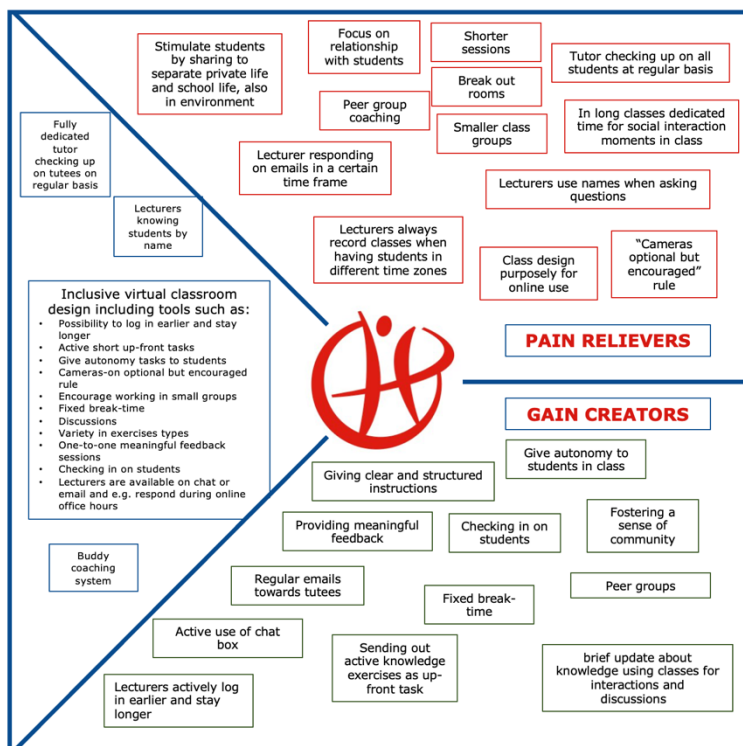
4.1 Data analysis

The thematic analysis took place to determine common themes, topics, and patterns (Vaismoradi et al., 2013). After data collection, interviews were unravelled, coded, and constructed. While color-coding, the term belonging was divided into sub-terms, this method contributed to discovering the key issues and general meanings that reoccurred across the data (ibid).

Moreover, further analysis was done through the Value Proposition Canvas developed by Osterwalder and Pigneur (2010). This method helped to assure that the product or service was positioned around what the customer values and needs. Which was done by emphasizing the pains and gains of the customer as well as detecting the pain relievers and gain creators (idem). Regarding this research, the client is HTH, the customers are students and lecturers, and the product or service is the deliverable.

Following data analysis on the pains and gains, the customer profile was created. The pains displayed discontentment on the current approach of virtual classes, for instance, lecturers only sharing content or responding late on e-mails, lack of interaction in class and lecturers who are not able to provide personal touch in class etc. Besides, the pains revealed that the current approach has direct effect on the current feeling of students' sense of belonging since students for instance encounter a standalone feeling or do not feel socially responsible to the community to reply in the virtual class. On the contrary, the gains showed what the students and lecturers' value for example, meaningful feedback, discussions during class, fast responds on emails and students feeling seen etc. These pains and gains have been converted to pain relievers and gain creators showed in the following value map. See figure 1 below.

Value map



Customer Profile



Fig. 1 - Value Proposition Canvas (472 words)

4.2 Proposition

The value proposition suggests two recommendations. The first one is to investigate the concept of a **buddy coaching system**, as the social interaction, the personal approach, and support are difficult to create solely in an online classroom. Another way would be to invest in a tutor who is only dedicated to frequently checking upon students and provide mental support and guidance in short meetings, all this, to increase the feeling of “human” interaction online.

The second recommendation is developing an **inclusive virtual classroom design**, this is recommended as it concluded that to create an inclusive online environment it is not necessarily the interactive tools that make a class more engaging and inclusive it is the class design that can make a difference. It was found, in an inclusive class design personal approach towards students is vital. Therefore, it is of importance that during virtual courses lecturers pay attention to getting to know their students. Consequently, this recommendation, developing an inclusive class design, was examined as a solution to the MRQ as it is a manageable action that can have a great impact on the current feeling of sense of belonging of students at HTH.

5. Company Product

5.1 Intervention

Context

This research was commissioned by Ms. Schepel, lecturer, coach, and head of the Diverse Minds platform at HTH. She aimed to provide the platform with advice on how to create a better school climate where diversity is embraced, and everyone feels included. To create impact, the client desired for me to develop any useful deliverable which could be disseminated at HTH and beyond. The client was given a copy of the research along with the next company product.

Underpinning

Regardless of how transformative the research is, it will not create a large impact unless it is transmitted to the public who can directly benefit from it (Stogios, 2014). Therefore, sharing findings is a fundamental element in the research cycle. It is essential to determine your audience before deciding on how the findings are transmitted (CES, 2018). Following determining the audience, the researcher should retrieve what platforms they use, this will support to stay focused on creating impact when choosing methods to communicate with them (ibid). For instance, is the audience likely to read blogs? Are they active on YouTube? The audience who is targeted in this research are educators hosting virtual classes who have little time to read this entire report. For this reason, it was chosen to disseminate the findings in a blog format since it is an easy way to share findings and build awareness about the research. LinkedIn has currently 303 million active users (Omnicores, 2021), likewise, many HTH educators are active on this media. Therefore, it was chosen to use the article feature on LinkedIn and post the blogs on this media.

Process

In the beginning, the researcher decided on the goal of the blogs, which was: Informing educators on practical information on how they can design an inclusive virtual classroom. Following, the researcher reviewed the literature review, findings, and business model canvas to decide on the most relevant head topics which were: Personal Approach and Engagement. It was decided to display the information in a skimmable manner so that it is easy for the reader to scroll through the article. Consequently, the information was separated into "eight tips how to...", this way the reader could already scan through the article to get the main clues on how to create an inclusive virtual environment. In the blog, the importance of this inclusive environment was explained along with underpinned tips as to why these blogs were good advice. The first blog on personal approach was developed with the research findings and additional literature to make the tips as practical as possible. Following, the blog was posted, and the researcher requested feedback from educators or experts in the field on their views and experiences on the findings. For the second blog on engagement, the researcher took the same writing approach, however, in this blog the researcher also implemented the experiences and questions of the educators who commented on the previous blog. With the knowledge gained by this research, the researcher was able to respond to the questions of the educators. In the end, two blogs were developed with the main theme: "The things you really need to do when you would like to create an inclusive environment in your virtual classroom".

Lastly, to reach all LYCar educators at HTH, a guidebook on "creating an inclusive environment in your virtual classroom" was developed. This guidebook includes the blogs' tips and instructions displayed in an appropriate format that is easy to infer and visually appealing. The guidebook was reviewed by Mr. Tibb and sent out to all LYCar educators – see *appendix 4 for proof*.

Outcome

To start off, the first outcomes of the company product are two informative blogs about enhancing personal approach and engagement available LinkedIn. The aimed audience of the blogs were educators nevertheless, the blogs were written in a way that the information is also

relevant for people who work and have meetings in the virtual environment. This all combined, the final outcome of the company product is a practical guidebook on how to create an inclusive environment in a virtual classroom provided in a reader-friendly design. The content is implementable, easy to understand yet informative. For now, the guidebook has been sent to the client and all LYCar educators.

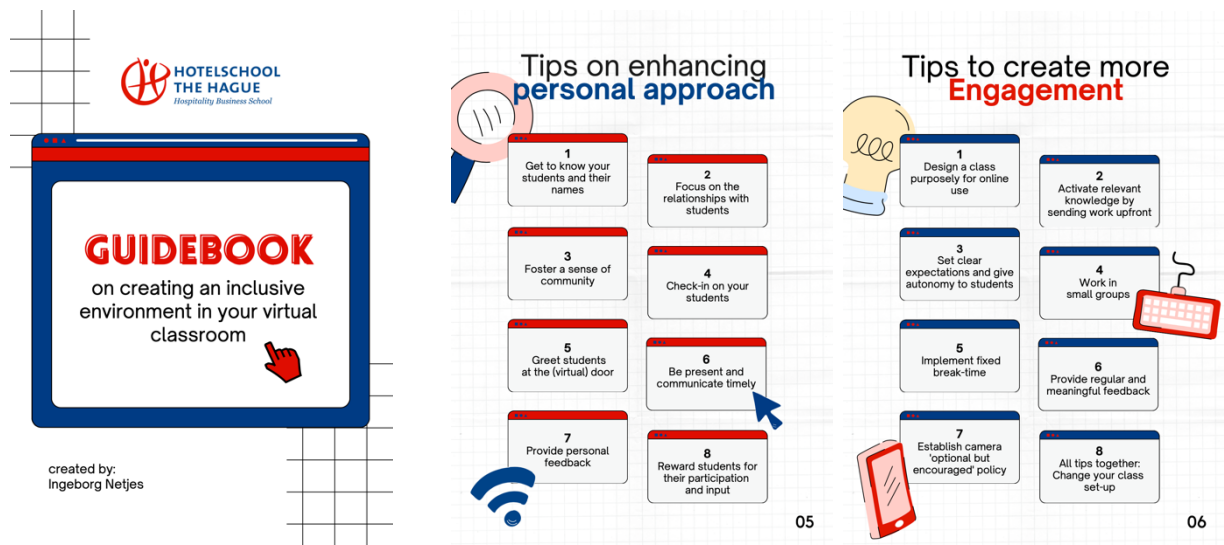


Fig. 2 – insight on guidebook

See appendix 5 for the blogposts

See appendix 6 for the complete guidebook

Critique and reflection from the researcher

Looking at the deliverables, the blogs and guidebook are an informative yet easy way to share results with a wider audience. However, the deliverables do not display the complete research and the background of how the researcher came to the conclusions. Whether this is for the better or worse is arguable. Though in the researcher's opinion, it enables the audience to quickly and easily retrieve knowledge on the main outcomes of the topic, however, it might not provide a deeper understanding of the research findings and academic theories used to get to those conclusions. The goal of this company product was to provide the Diverse Minds platform with advice on how to create a better school climate where diversity is embraced, and everyone feels included. The researcher believes that the goal is met since the content of the guidebook includes advice and tips for educators on how to create a more inclusive class design. Nevertheless, looking at the guidebook content, the researcher believes a part of how educators could evaluate their class design is missing. Yet, it is very much hoped that this guidebook contributes to more inclusive classes for all students at HTH and beyond.

6. Evaluation

In order to evaluate the blogs and conclude whether the content written is appropriate to place in a guidebook, feedback was requested.

Blogposts

The blogposts were evaluated by twelve HTH educators and two people who have experienced working in the virtual environment. The feedback was received, either by a comment on the blogposts, the researchers' email, or by (video)call. People were asked to read the blogs posts and give their thoughts on the content. For instance, 'which tips do you think would work?', 'which tips did you already apply in classes or meetings?', 'what are your experiences?', 'what tips or perspectives do you think are missing in this blog?'. The researcher reviewed the feedback and implemented it was needed as for the content of the guidebook. Overall, it was mentioned by educators that they were pleased with the tips. Furthermore, any new perspectives or questions were implemented in the final draft of the guidebook.

See appendix 7 for proof of evaluation

Guidebook

This guidebook aims to enhance the sense of belonging within HTH's virtual environment. To evaluate the guidebook, lecturers can perform a before and after assessment in their virtual class. This evaluation method shows lecturers whether their new class design is increasing the sense of belonging of students. Furthermore, conducting this evaluation method will promote continuous improvement on the guidebook, as students will evaluate how lectures can increase a sense of belonging in class. To ensure that students will complete the evaluation form, lecturers can implement a short survey at the beginning and end of their class by use of the poll tool in the teams' channel, please refer to appendix 8 for further explanation on this tool. The survey is based on the different distinctions of the term sense of belonging including; personal, social, classroom, course, and geographical belonging, as well as the teacher-student interaction, class interactions, and tools used by lecturers. Lastly, to ensure verbal feedback on the inclusive class design is also received, lecturers can give responsibility to three students to provide three tips and tops at the end of a class. Questions asked in the before and after assessment are for instance, 'I see myself as a part of the class community.', 'In this course, I feel comfortable contributing to class discussions.', 'In this course, the content sparks my interest.'

See appendix 8 for the before and after assessment survey

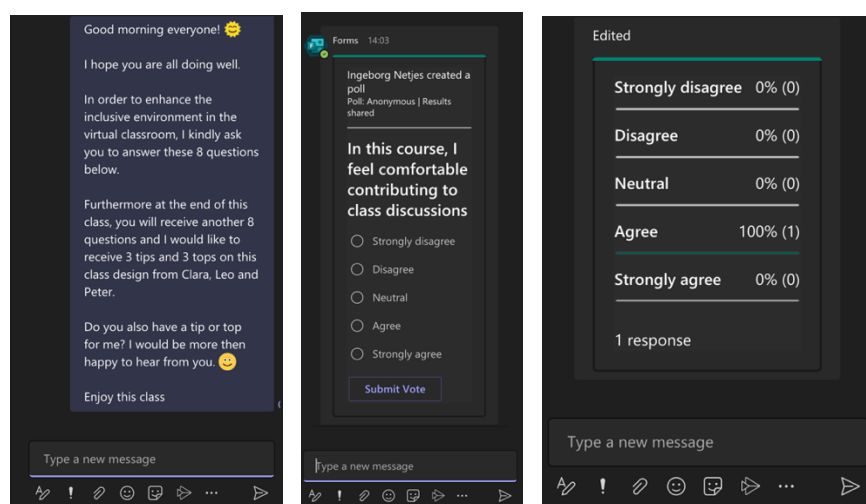


Fig. 3 - evaluation guidebook

7. Dissemination

The stakeholders included in the act of disseminations are HTH lecturers, students, people working in virtual environment and the researcher. Altogether, three acts of dissemination have taken place throughout the project.

LinkedIn

As mentioned in the previous chapters, the researcher has created two blog posts that were published on LinkedIn. The blogposts were disseminated to several HTH educators by email. The educators could give feedback; however, they could also discover new approaches on how to deal with an inclusive class design in the virtual environment. Furthermore, the blog posts were shared in groups which the researcher believed were aligned with the content such as in the group: 'the virtual classroom in a pandemic world'. Lastly, the blog posts were shared with brief information on the research in the personal LinkedIn network of the researcher, who has connections to many educators, students, and people working in the virtual environment. In the end, the blog posts were reshared by several people out of the researchers' network.

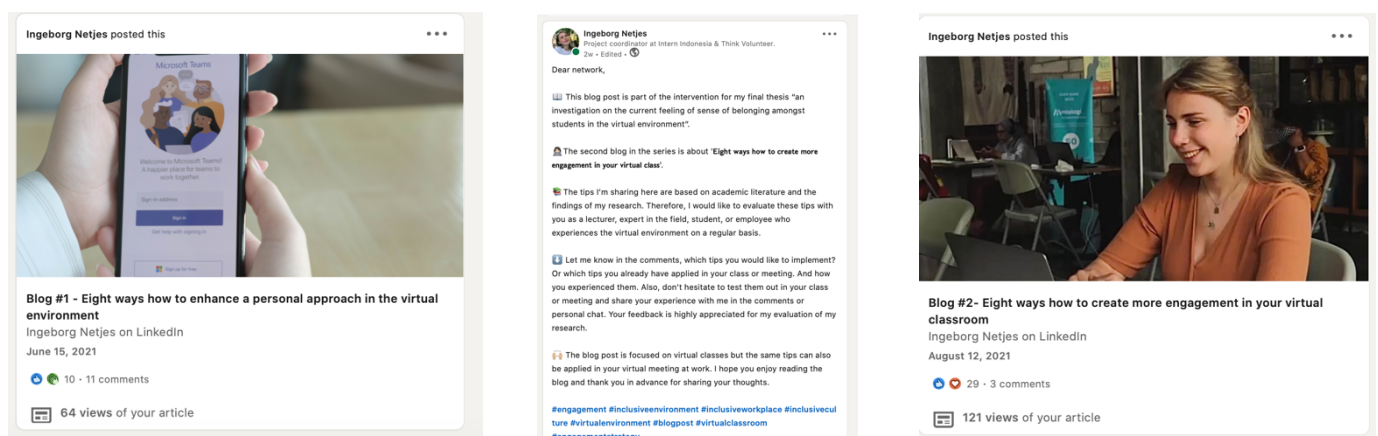


Fig. 4 - LinkedIn dissemination

Refer to appendix 9 for the email sent to HTH educators

Strategic Marketing

In order to disseminate the blogposts, thus the findings, within the HTH community, strategic marketing was approached. Strategic Marketing posted the blogposts on the intranet and the HTH newsletters. Likewise, the readers of the blogposts can benefit to understand what an inclusive classroom environment entails and how this could be approached.

Refer to appendix 10 for the newsletter and the email sent to strategic marketing

LYCar Educators

As LYCar is moving towards digital pedagogy, the researcher thought it was appropriate to disseminate the guidebook to LYCar educators. Therefore, the researcher has contacted Mr. Tibb who disseminate the guidebook in his LYCar educator network. The ideal outcome is that all (LYCar) lecturers use the guidebook in their classes which ultimately support the development of an inclusive virtual environment at HTH.

Refer to appendix 4 for the evidence of dissemination of the guidebook

8. Academic reflection

8.1 Reflection on research methodological choices

8.1.1 Validity

The influence of the virtual environment on the current feeling of sense of belonging was assessed in the interviews by measuring other traits known to be related to the concept of sense of belonging, such as engagement or attitude towards school, teacher, peers, etc. A strong correlation between the influence of the virtual environment on the feeling of sense of belonging indicated high construct validity. The researcher performed colour coding solely by herself, which may have generated space for increased subjectivity, therefore limited the internal validity. Selection bias was limited by snowball sampling, however, with this sampling method, there was no guarantee that the sample is valid to the distribution of the population of this research. Besides, when the interviews would also have been carried out with students from campus The Hague rather than only campus Amsterdam as well as more online education experts, more data from different perspectives would have been available to analyse, increasing external validity.

8.1.2 Reliability

During the interviews, open-ended questions were asked, leading to the interviewees sharing detailed answers which increases the reliability. Furthermore, the researcher is part of the university at which the research took place, as the researcher experienced similar situations participant bias may have taken place (Mohajan, 2017). Even though this potential bias was avoided by interviewing students who are not closely related to the researcher, the interviews could still have been moderately influenced. It might have occurred that interviewees slightly changed their stories or not have been completely honest, particularly when talking about struggles. Moreover, due to this potential bias lecturers may have protected their image or have felt uncomfortable exchanging specific information and situations particularly the negative experiences (idem). Also, the interviews were conducted during a strict lockdown in the Netherlands, therefore some student experiences might not be longer accurate as the lockdown is currently finished. Due to the limited time in which the interviews were conducted, researcher error might have occurred as the researcher interviewed many participants in one day which led to fatigue and therefore, may have resulted in the researcher not asking the proper questions for three conducted interviews. On the other hand, due to the semi-structured interview approaches the researcher used a list of questions as a guideline during the interviews which may have reduced this error. In order to avoid researcher bias, the interview questions were developed by the literature review.

8.2 Reflection on industry needs

In the problem definition the researcher mentioned that due to the shift to online classes, among other things, lecturers remain to struggle to support their students online. When presenting the term sense of belonging to HTH lecturers, many knew what the term meant but they did not know how to appropriately implement this feeling in their online classes. It can therefore be assumed that there are many more universities that are unaware of how to create a sense of belonging in the virtual classroom. Along with, its benefits which influence the student's overall wellbeing and university experience. This research should be distributed within the community to increase knowledge and understanding on this topic and subsequently improve the virtual classroom experiences for both lecturers and students.

8.3 Implications for future research

During this research, students mentioned that they miss human interaction within the virtual community itself, but they do not enjoy social activities online. It would be interesting if more research would be done on methods that increase social interaction in the virtual environment. Furthermore, LYCar students were positive about peer group coaching. Looking at the individual belonging, it could be beneficial to implement more coaching, either through tutors or buddies. Therefore, it would be interesting to conduct more research on how peer learning or coaching could add value to the individual belonging of students in the virtual environment. For example, by the recommended buddy coaching system, all this, to increase the feeling of "human" interaction in the virtual world.

9. Appendices

Appendix 1 – Data consent



Rob Middel
Sat 06/02/2021 21:43
To: Ingeborg Netjes



Dear Ingeborg,

Per this e-mail, I give you permission to use the conducted interview for the purpose of your research.

I wish you the very best of luck with the start of your internship.

Kind regards,

Rob Middel



Poel, van der, N.C. Mrs.
Fri 05/02/2021 14:59
To: Ingeborg Netjes

Dear Ingeborg,

With this mail I am giving my consent to use the recordings of our interview.
Good luck with your Lycar report.

Kind regards,

Noor van der Poel



Veen van, T, Ms.
Fri 05/02/2021 11:56
To: Ingeborg Netjes

Absolutely Ingeborg!
Hereby confirmed!



Youssef Srondy
Fri 05/02/2021 11:53
To: Ingeborg Netjes



Dear Ingeborg,

Thank you for your email.

I absolutely give my consent concerning the usage of my interview as data for your research.

I wish you all the best with your thesis.

Kind regards,
Youssef Srondy



David Unkel
Fri 05/02/2021 15:08
To: Ingeborg Netjes

Hi Ingeborg,

I give consent for you to use the content of the interview.

Kind regards,
Davide Unkel



Daan Smeitink
Fri 05/02/2021 11:33
To: Ingeborg Netjes



Dear Inge,

I hope this email finds you well.

With this email I would like to confirm my consent to use the data of our interview and the email with documents I have sent.

I trust this to have informed you sufficiently.

Kind regards,

Daan Smeitink
Hotelschool The Hague
Campus Amsterdam
Student number: 781548



Broeke van den, Marco

Fri 05/02/2021 11:29

To: Ingeborg Netjes

Dear Ingeborg,

I allow the use of content of our interview.

Best Regards,

Marco Van den Broeke



Mazzali, L. Ms.
Sun 07/02/2021 15:29
To: Ingeborg Netjes



Dear Ingeborg,

Hereby I confirm that you can use the content of our interview for your research.

Good luck with it!

Kind regards,

Livia Mazzali
Lecturer Finance

Appendix 2 – Transcribed interviews

Transcript #1

Group	Student
Phase	3 – LYCar research
Gender	Female
Nationality	Dutch
Duration	22 minutes
Date	7/01/21
Time	2:30 PM

Interviewer:

Okay, so the first question for me for you is, if I say sense of belonging. What comes to your mind?

Interviewee:

That I am in the middle of a group. So I think that sense of belonging for me is about **being recognized and feeling that you're part of something, part of something**

Interviewer:

I like that. And how would you describe your sense of belonging at HTH?

Interviewee:

I think HTH has a really strong community feeling, and therefore I think especially in the first year and in the second year, you're really working on the feeling of belonging and really working on like feeling that you are part of the community. Yeah, and I think that feeling is very strong. I think HTH does a really great job with this. And therefore, I can say for myself **that I feel really strongly connected to the HTH community. Including lectures, other students, the organization itself, and their higher goals.**

Interviewer:

And do you also think that this strong feeling of connection, have you grown over the years or was it there already in the first phase?

Interviewee:

In the 1st phase the feeling of belonging was pretty fast due to the fact that you are super intensely living together in the first year, and you're going through such an extraordinary experience together, living on-campus itself already creates the feeling that you're part of something and you're doing that together so it was pretty fast.

Interviewer:

During that time, what made you feel people cared about you at HTH?

Interviewee:

First of all, **there's always someone you can talk to.**

Interviewer:

With who do you refer to with "someone"?

Interviewee:

Everyone, because I feel like the HTH community consists out of like every layer of the education so it's like the directors, it's the lecturers, it's the mentors, but it's also your

Students feel more included when they get fast response on both email and chat, as they feel more heard.

peers, so I feel like everyone's really involved. And I think at HTH you get a lot of moments of reflection, a lot of moments of interaction where you would always get the chance to speak up or say anything you want to say.

Furthermore, I think that the model of HTH being that you are living at Skotel the first year; You get to know the building's super well, you get to know everyone around super well, at reception there are 24/7 people. *And I think that due the 1st year in Skotel being on-campus now gives me a very secure feeling, there's always someone, you can go to.*

Interviewer:

So, okay, because there's always someone you feel that people cares about you, the moment when you enter a building,

Interviewee:

Yes, literally physically, which I think is great.

Interviewer:

But then what makes you feel uncared for at HTH?

Interviewee:

Oh, that's a good question, *I don't know if I ever felt uncared.* Okay,

Interviewer:

Well that's very interesting this also for a good answer. We can just keep it like that.

Interviewee:

I think I never felt uncared, because in the end I always found my way through when I had something which bothered me. Okay, so, of course, *sometimes there were moments that I was frustrated or disagreed with, like, with maybe the curriculum or like things how they were going* but I always felt I could always find my way through to let someone hear my voice,

Interviewer:

What makes you feel supported by lectures within the virtual environment?

Interviewee:

I think fast response on both on email as teams, personal response mentioning your name or mentioning that they heard your question. Yeah, I think like when I *was in a lecture on teams, I really appreciated when they said like: Coos, What do you think or like when they can like pull you into conversation* which was sometimes also overwhelming but I think it's at least they know that you're there and they care for what you're saying.

Interviewer:

So for you it is the personal touch, which makes you feel like you are supported. And is there anything what makes you feel unsupported by lecturers within the virtual environment.

Interviewee:

Well, I do feel like ever since I got virtual classes *I felt very disconnected to HTH in general, and to the lecturers as well because I think it's also like it's just not doable to give 60 students, a personal touch in one lecture it's not doable* No, and I was also

Smaller groups →

sometimes, the students who didn't put on their phone like their camera and their microphone and and I was just sitting there and there was no connection whatsoever.

Interviewer:

So, you say that the group sizes influences the support of the lectures, once the group size is too big, the personal touch is lost?

Interviewee:

100%, when I was in a bigger lecture, I would completely lose focus, I would not feel attached or in big group lectures, I would not feel socially responsible to participate. Yeah. And when I was in a smaller group, like, up to five or six Yeah, then all of a sudden everyone puts on their cameras and their, their microphones that everyone is involved,

Interviewer:

In a small group do you also feel more support from the peers?

Interviewee:

Yeah but also more from the teacher because then in small groups I feel more social responsibility to be there and to actually say something for me personally social responsibility is the biggest drive to participate in class. The social responsibility to response in the classroom really was cut down because of the virtual environment and a reason I got lost as a students.

Interviewer:

I think that's super interesting that you named the word social responsibility, because I think that's also a major thing which is going on.

How was the change to a virtual environment influencing your experience at school?

Interviewee:

The change to a virtual environment, changed it completely. I felt really demotivated to be honest, because I just feel that whenever I'm behind a computer. I totally lose the excitement of having class still I think if I would have good focus, I would still think that the way how they get the content across is very impressive they do a really good job on that. So content wise, I think. I don't see that big of a difference. However, for me the way I learn is not supported at all, through the virtual environment...

Interviewer:

How do you learn?

Interviewee:

I learn through interacting with people talking to people having discussions, being put on a spot like. And, and being in contact, like in contact with the contents.

Interviewer:

How did you experience the difference between virtual classes and offline classes?

Interviewee:

Well, first of all, I felt, way more engaged in offline classes. I think there's also a benefit of more focus, because I'm literally in the class, being with people is also benefit. And I feel like I learn way more when I'm around people.. But then on the other side, if you

look at the virtual classes they're also effective, they're quick, you get to the point and I feel like sometimes in offline classes weren't always effective, because there was so much going on in the class that it doesn't work out like the teachers planned it to be and I think within a virtual environment. It's way more easy to stick to the schedule to the agenda and make it effective. But then there is less interaction which leads to less effective learning in the end.

Interviewer:

Okay, the biggest difference to for you is that the offline classes have the interaction but the offline classes have the efficiency. And what makes you feel included while following online classes?

Interviewee:

I think maybe the chatbox. I have no idea. I don't feel very included to be very honest in the last months of my education...

Interviewer:

What makes you feel excluded?

Interviewee:

The lack of contact, no one checks up. No one knows what you're doing you all have to do it by yourself. Whenever you meet a goal or or you achieve something you need to basically congratulate yourself. There might be someone sending you an email like good job. Thank you for handing it in, but there's no rewarding or something. Personally, I don't feel connection, I feel like I'm not really a student anymore because no one really knows what I'm doing I'm sitting in my room doing my things and I'm doing it for myself. But If I hand in my work or not at the end no one really cares... And I think that is so demotivating for me

Interviewer:

At the beginning you said you definitely felt a sense of belonging towards HTH but now you say that you feel excluded, what is for you the biggest difference?

Interviewee:

I think it's really about the energy I feel around people I like the fact that people check up on you people see you, I get the attention from people physically and I also think it has to do with being at location because there is nothing HTH about my own place.

Interviewer:

What encourages you to do your best at HTH during online classes?

Interviewee:

Well personally I'm happy that I'm in my last year, because knowing that I'm getting closer to graduation is basically my motivation right now. The corona crisis definitely helped, as in, I have nothing else to do, I've worked but it's not great, so therefore school is my main focus at the moment and I can better get this done because then I can live a life again.

Interviewer:

Is there anything that keeps you from doing your best at HTH during online classes?

Interviewee:

	<p>I feel less engaged with the classes and stuff. It's super easy to let my focus drift away. So if I get an other challenge or another thing in which I can put my attention, I will put my main focus on that.</p> <p>Interviewer: In another challenge you mean, a challenge for work or family/friends?</p> <p>Interviewee: Exactly. If I can give an example, a month ago I was asked to take on more responsibility at my work, and I'm doing that right now it sounded super appealing to me because I feel a lot of passion for that company so I would love to take on more responsibility and give my job more meaning to them. However, I am doing currently doing my thesis, which is super important, so work should be on a second place right now. Nevertheless, work is now my main focus and therefore my attention of school drifts away because work is way more interesting and engaging for me. At work there are people, thus interaction and I can go to location. And I think that if I were to be at school during my LYCar, I would have immediately felt I cannot take this extra responsibility at work because I don't have the time and the focus. But due the virtual world I actually took up more responsibility at work...</p> <p>Interviewer: What methods would inspire you to be active in online class?</p> <p>Interviewee: I found that pretty hard question, because I do think that with the resources and tools they have right now. I think that teachers are doing a very good job. It's not that there's no interaction in class, they're doing menti-meters, online brainstorm boards, smaller breakout rooms, exercises assignments in class, which are all very nice attempts of interaction, and therefore also engaging. But I think for me what would help me more is personal checkups, I feel I would need someone to help me reflect, "where I am in the process?", "how is this going?" "what do you need personally to focus more", SMART goals etc. Because in the end you need more motivation and dedication to do the virtual classes. PLUS, I didn't sign up for this?!</p> <p>Interviewer: Would you like the personal touch to be from a lecturer, mentor or peers?</p> <p>Interviewee: I think it works better if it's either a mentor or a lecturer. Because I feel like with peers, it might be less serious.</p> <p>Interviewer: And what if a student from a older stream would support you?</p> <p>Interviewee: That's actually a nice idea like that is not a lecture, but it's someone who has got like buddy coaching or something. Yeah, I think that would would have helped also to look at personal challenges like what is bothering me what am I struggling with and then also to get the hang of how to deal with virtual classes.</p> <p>Interviewer:</p>
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What methods or tools, do you think could increase your sense of belonging, online at HTH?

Interviewee:

I think that connection for me within the sense of belonging is more about peers. So the engaging part and the motivation part is more from the lectures, and then being part of the community again like: feeling a sense of belonging, has to do with a peers. If everything has to be virtual, I think its important that there are **more one on one connection sessions, maybe working sessions together**. Like having the feeling that you're studying together because for me, at hotelschool The Hague we used to always go through these challenges and exams together. At the end you're studying for yourself but in the offline world it did not feel that were doing it alone. Nevertheless, **now I'm sitting alone in my room and I feel like who else is actually doing the same thing? I really actually feel like I'm doing it for myself now**. For me working in teams actually really helps, and now I sometimes meet with people at my home to give myself this motivation. The conclusion to this question is that, even though we have this individual LYCar project now, **I actually want more support, as a whole, as a whole class or peer group that you basically have contact with each other and are very up to date and that you feel like you're doing it together again.**

Interviewer:

Personally, I'm also in a peer group with this research I speak quite often to my peer group, how come you do not?

Interviewee:

I only have one person in my peer group and we don't speak weekly to each other. Maybe, I did not utilize it as much as a support group.

Interviewer:

Okay. Okay, so for the future you would recommend **that a LYCar peer group at least needs four people to get more interaction and discussion int the group.**

Interviewee:

Exactly because now you get only one opinion and it would be nice to have more. Okay, I think four would be good at least.

Interviewer:

Perfect thank you very much for all you insights, I will keep you up to date!

Transcript #2

Group	Student
Phase	2
Gender	Female
Nationality	Dutch
Duration	20 minutes
Date	8/01/21
Time	8:30 AM

<p>Skotel/1st year on campus really helps in creating a SOB. MUY IMPORTANTE!</p>	<p>Interviewer: So, if I say sense of belonging. What comes to your mind?</p> <p>Interviewee: What comes to my mind.... Well, I would think about having a feeling of being a part of the community. And since it's very important that HTH I think this is very relevant role in our school environment.</p> <p>Interviewer: How would you describe your sense of belonging at HTH?</p> <p>Interviewee: I think it is very well since I have a lot of friends at school and have good contact with the lecturers. The school is all very small but it's all from quite a while ago. So I say this more from memory now, nevertheless I do still feel connected to my friends and lecturers.</p> <p>Interviewer: And you still feel connected because you had built that base before we shifted to the virtual environment?</p> <p>Interviewee: Yeah, yeah, I can imagine that first year students would experience it differently.</p> <p>Interviewer: What makes you feel people care about you at the HTH?</p> <p>Interviewee: Well, I think because of my Skotel experience I would really be able to say that everyone cares about each other since people really care for each other in every kind of situation, and knowing that I feel like you can trust people, even though you're not living at Skotel anymore.</p> <p>Interviewer: And is there anything that makes you feel uncared for?</p> <p>Interviewee: At skotel I remember, sometimes I thought it was a little bit too much, having too many people around me at all times. But maybe this is not what I mean at skotel I actually felt it was sometimes a bit too much "care" But it's not that they didn't care! So I can't really answer this question.</p> <p>Interviewer: What makes you feel supported by lectures within the virtual environment?</p> <p>Interviewee:</p>
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I feel supported by lecturers when classes are interactive and also in small groups, I like that. I would have expected the support to be in bigger groups, but it wasn't so I feel like that it was quite okay.

Interviewer:

But what do you mean the fact that it was interactive, you?

Interviewee:

We had to go into breakout rooms and do the same assignments that we would have done in on-campus. So, the content didn't change. I think that was really important to keep it as real as possible.

Interviewer:

Have you ever felt unsupported by lectures within the virtual environment?

Interviewee:

No I did not really feel unsupported by lecturers only if they didn't really want to record it but I feel like they always do. I feel like everyone has to be flexible at all times anyway so it hasn't been a problem yet so far so.

Interviewer:

So, overall, the support by lectures, you feel that it's sufficient for you?

Interviewee:

Exactly

Interviewer:

How was the change to a virtual environment influencing your experience at school?

Interviewee:

Uhm.. It is still the same people ofcourse but just behind your screen. So the fact that we knew each other before, made a lot of sense. However it is not the same, you don't say the same things that you would have done in class. For example, if you're muted you won't make the same joke or something, but it didn't influence the experience that much for me because I already know everyone.

Interviewer:

So the offline experience feels quite the same as the online experience for you?

Interviewee:

Well, depends for me where I am, for example, when I am home studying with my roommate that's also a hotel school students, then it's quite similar but when I'm at home with my parents for example, it doesn't feel the same it feels a bit more lonely. I choose for that myself as well.

Interviewer:

For you it's important to be with students around you, to get that same on-campus feeling again?

Interviewee:

Yeah

Interviewer:

How did you experience the difference between a virtual class, and the offline class?

Interviewee:

1 student enjoyed blended learning

Well, the main difference for me was that I am feeling less involved to be fair, because I am just sitting behind the screen instead of being in the class, surrounded by the people in the class. So, it takes more of my self-motivation to stay active.

Interviewer:

So, you feel you need to motivate yourself more to stay awake?

Interviewee:

Yeah it takes more from yourself to be part of the community.

Interviewer:

What makes you feel included while following the classes online?

Interviewee:

Um, well there weren't any activities or something like there would be normally at school. But OH, I did like we had to go to school a few times in Block A and Block B. For example, to mangerie it was fine however I didn't enjoy it as much as I did before since we had to keep distance and those kinds of things. There weren't any extracurricular activities but , I can understand that that is normal for these difficult situations. So yeah I didn't miss it.

Interviewer:

But in the end, you feel more included when you can go to school?

Interviewee:

Yeah. However, I understand it's not possible right now.

Interviewer:

What makes you feel excluded than?

Interviewee:

I don't feel excluded now, I just feel neutral now, I have my friends here so I'm fine.

Interviewer:

You say neutral because of the whole corona situation, you accept the situation?

Interviewee:

Exactly!

Interviewer:

What encourages you to stay motivated and HTH during the online classes?

Interviewee:

Oh actually, not that much encourages me to stay motivated during class... I think what motivates me is that I have a nice time doing it together with my housemates but not actually the class itself.

Interviewer:

So it's really the people were you studying with who motivate you to do your best?

Interviewee:

And the physical environment, it's way more important to me than the virtual environment.

Interviewer:

That is really interesting! What keeps you from being motivated during the virtual classes?

Interviewee:

	<p>For example, Distractions in my physical environment when the neighbor comes by or anything that happens in the meantime, it's so easy just to pay attention to other things since people won't even notice that you're paying attention to something else. I think that's the main distraction for me, but I believe also for other students.</p> <p>Interviewer: Is there anything for you which you think would make you more active in the virtual class?</p> <p>Interviewee: Maybe, shorter classes, since sometimes 100 minutes is just too long for a virtual environment however on-campus 100minutes would be okay. I feel like it's too long to keep people focused. So, maybe less content and only the relevant parts. To keep it to the point.</p> <p>Interviewer: Are there methods or tools which would increase your sense of belonging at HTH online?</p> <p>Interviewee: I don't really have the urge to have any tools. I don't really need the feeling of belonging at school because I still see my friends from school and I still feel connected to school.</p> <p>But maybe if I was in the first phase were my connection wasn't that strong yet. I would've maybe liked a set schedule. For example that I already know how every week is, so that I have a bit more structure in my life. Maybe that would help. On the other hand we don't have that in on-campus either but maybe that would be a nice tool/</p> <p>Interviewer: We're all done! Thank you for the interview.</p>
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Group	Staff
Role	Senior educational advisor
Gender	Female
Nationality	Dutch
Duration	30 minutes
Date	8/01/21
Time	10:30 AM

<p>Bonding, engagement and social interaction is main priorities of HTH</p> <p>campus is the heart of HTH to have this social interaction and bonding</p>	<p>Interviewer: If I say sense of belonging. What comes to your mind?</p> <p>Interviewee: For me it's important that students still feel connected to other students that they feel connected to their lectures, they still feel that they're part of an HTH community, that they feel heard. To me that's the main thing of the sense of belonging.</p> <p>Interviewer: How do you wish that the sense of belonging for students is provided at HTH?</p> <p>Interviewee: They're different things, we've tried really really hard in this COVID situation to facilitate the bonding as much as possible, by offering the opportunity to come to campus. So that has really always been our main priority that as soon as possible to get them at school, organize a hybrid education specifically for the year one students. We really focused on them, because we felt they don't have a connection yet, we have HTH. So to really try to get them to campus as much as possible have the physical contact, the context etc. at campus. Together with the first years we also try to organize this for the year two, three and four students. So we've been trying to invest a lot of time in; "How do you use the time that you are on campus with students instead of focusing on getting across the knowledge". Since it is so crucial to have social interaction. <u>A lot more than in the past we've been looking at education, it's not just about gaining more knowledge, but a lot of the education is to be focused on bonding engagement and social interaction. That</u> function is crucial to have in the on-campus situation, but now that we're fully online, during synchronous online classes, we also try to get across the message to all lecturers <u>don't just focus on telling you PowerPoint but use the interaction with you students.</u></p> <p>Interviewer: So it is those three words, the bonding the engagement and the social interaction. Which you would like to provide on-campus to create the sense of belonging, once corona allows it.</p> <p>Interviewee: Yeah, so that was our main priority and it always is; as soon as we can get students to campus let's please do so.. We really feel that the campus is the heart of Hotelschool the Hague to have this social interaction and bonding. Nut similar thing, if we can't go to this situation like now. We realized that there as well we can create a lot of social interaction online as well, and in classes as well and that's the different type of organizing your lectures.</p> <p>Interviewer: What do you think was the biggest struggle for students, changing from a traditional face-to-face environment to a virtual environment?</p> <p>Interviewee: We saw several things with the struggles, it's the main struggle of having to listen to the online for so long. At one point, it gets boring you feel distracted you don't listen, that much anymore. Also, it's the missing out on the coffee moments where you normally chat with everyone have a</p>
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doesn't work anymore, because people are getting tired of virtual environment. But also being able to, to have the one on one talks if needed.

Interviewer:

What do you think are methods, most lectures already do to create a sense of belonging during the online classes?

Interviewee:

Some of the methods that lecturers already used to have their students engage. I think many of them will use the little tricks I already mentioned before, they are using more of **the interactive elements like the Kahoots and Menti-Meters and spinning wheel to choose the elements**. So, yeah, they've been trying to use the digital tools for interaction to implement that more in their classes, some of them, not all of them.

Interviewer:

I've also experienced myself some courses were really interactive and really some were just indeed super plain, so it's really interesting for students as well to see the difference between how the courses are given.

Interviewee:

Which one did you like best?

Interviewer:

BMI and the future of work

Interviewee:

That is good to hear.

Interviewer:

What tools do you think can be implemented to enhance the sense of belonging in the virtual world of HTH?

Interviewee:

I wonder if it's really the tools or **if it's a lot more the setting up your class differently**. So, I guess, **it's less about the tools, and it's more about the different sort of breaking up your class into small segments, five minutes of giving you a bit of the content, and then a brief assignments and interaction, then a little instruction, and some more interaction again**. And whatever tool it is you use then it's less important but it's more to get people in the "doing mode", instead of sitting back waiting until the information comes to you. I guess a lot of our lectures actually get stuck in finding the right digital tools, where it can even be: get away from your screen, let the students do a little "mathematic" assignment let them do a bit of the calculation and come back to the screen and then tell what's going on again. So, I think we could do a lot more with offline assignments and going back to screen.

Interviewer:

I think that's a really interesting point about the class setup and the assignments.

Interviewee:

And even to give more of the challenging assignments, what they can do for the upcoming days. So, I think you find it out with the future of work where you were asked to make this 360 degree video. And that's a nice assignment, you have to work outside of you classes and then come back again. Well, that's what I love. That's fun. Yeah, which is very challenging, it's nice to do. Yeah, I love that.

Interview:

This was the final question, thank you very much for your participation

Group	Student
Phase	2
Gender	Male
Nationality	Moroccan
Duration	25 minutes
Date	8/01/21
Time	11:15 AM

Interviewer:

If I say sense of belonging what comes to your mind?

Interviewee:

Sense of belonging for me means that you feel as if you're part of the community, and you feel like you have your place and within the community that people know who you are and they value your input and they care about your success, and the kind of it's almost like an extended family. So, a sense of belonging means that you're that you feel as if you're part of something bigger than yourself. And that you care about it.

Interviewer:

Wow, that is a really nice answer. That's exactly what the definition and how would you describe your sense of belonging at Hotelschool The Hague?

Interviewee:

I really feel like I'm part of the HTH community especially in my first year I think HTH does a great job of making you feel like you not just feel like a random person on a list but they really know who you are, they say hi to you e.g. instructors or their staff or just generally speaking people in the in the school. You really feel as if you people know who you are. And there's a close connection and that also comes from the fact that there's only a couple 100 students every every stream. So you really get to build a close connection with your peers, because they're not that big of a number. And also all the teachers and instructors can know who you are, because in the school everybody calls me by my name, knows who I am, asked me how I'm doing etc. etc. so I think it's quite inclusive and they do a great job of doing that.

Interviewer:

I'm really glad to hear that and I also felt that you don't feel like a number indeed. And what makes you feel people care about you at HTH?

Interviewer:

I think it's a mixture of a lot of different factors but I would say it's probably the connection you have with the instructors, like outside of class you can really approach them easily and have a quick conversation with them. And it's very open, very: "oh yeah please come talk to me I'm available". Everybody seems open to have a conversation with you, and no one appear unapproachable is like closed off or like saying like oh no you cannot approach me or appear unapproachable. So it's the fact that everybody's really open to always having a quick coffee or something like that. And also, the fact that they keep group classes, the size of the class is quite limited, and quite small. That way you can really create. Nice discussions within the classes so the fact that you have small classes and they that they are open, you're always really open is definitely something that they do really well with regards to the creating a sense of belonging.

Interviewer:

Is there anything that makes you feel uncared for?

Interviewee:

<p>SOB is lacking also because they pay a lot of money for little outcomes</p> <p>Personal touch</p> <p>No support of lecturers due late uploading</p>	<p>Sometimes.. Sometimes they're a bit, because it's not like a completely private school and not completely public it's like semi-public and they receive funding from the government. Especially coming from a non-European perspective, sometimes it does feel a bit too strict with regards to how much leeway they can they can do with regards to whether it's tuition fees or, how much you're able to work for the school. Sometimes because they have to abide to very strict rules from the government's, they seem as if they cannot really help you, even though you would think that it is not something crazy they have to do. I guess that's sometimes a bit difficult for them finding the right balance between caring about the students and following the rules from the government and what they have to do from the board of directors etc.</p> <p>Interviewer: If I understand it right. You mean that for example regarding the work; because you're you're not European it's harder for you to get into get a work contract etc. outside of school?</p> <p>Interviewee: Not really because I've been able to work for school already multiple times, it's more that for example, I've had an issue with Corona and the online environment, I pay around 10,000 euros more than you guys, then I was like trying to see if there was any leeway they could offer me too. Anyway, so like that's a whole other story, but it's just that sometimes by trying to find the right balance between what they're allowed to do and what they want to do sometimes students may feel like they are not treated like 100%. They don't feel as cared for because Hotelschool The Hague is not a private school but a semi public.</p> <p>Interviewer: Yeah, yeah, I understand it now thank you for elaborating. And we will go on to the next topic. It's about the support from lectures. What makes you feel supported by lectures within the virtual environment?</p> <p>Interviewee: When make classes really interactive, and it's not just like them talking in front of a presentation for an hour because then I feel like; I'm not gonna be able to pay attention for this for a very long time, but I definitely feel supported when they try and call on you and they ask you in your opinion and they ask you: "okay what do you think about this inquiry?" to create some sort of interaction. And then it's like okay this teacher is actually trying to help us and try to get us to understand the concept in it and the theory in everything.</p> <p>Interviewer: I, myself, I agree on that. And have you ever felt that a lecture was not supporting you within the virtual environment?</p> <p>Interviewee: I don't recall any specific moments where I was like "oh this teacher really not helping us", but there are times where maybe there's delays in how long it takes them to upload something, or especially maybe during exams. There's a lot of issues that come with, like, not being able to open it or there's too much traffic on the website so everything is really slow. There were delays in them uploading certain files on the on the website. But usually, the main issues I have is mainly towards the exams. And when there's like a lot of traffic on the website or they're still trying to figure out, because they've only now started the proctoring, they have no official, they partner with this company to do exams, before they try to do it within the hotel school website and everything like that. And there were a lot of problems happening and it was really a mess with online exams. So, in that sense, there were some times were like, Ah, it's not going really well, I remember losing like five minutes on my exam, and they were like yeah sorry, this last five minutes I think we can do about it and I was like okay but I didn't answer your question and that wouldn't have happened in a normal situation.</p> <p>Interviewer: What makes you feel included, thus part of the HTH community, while following classes online?</p>
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<p>MFD different approach keep them talking, typing, clicking or writing</p>	<p>Interviewee: I feel included when the teachers make the effort to make the class interactive by asking us our opinions, checking if we're still focused, calling us by our names and many other things like this. If a teacher also makes us all turn our cameras, it feels like we are in the same situation together and a community, instead of individuals doing their own thing sitting behind a computer. I think that really helps as well.</p> <p>Interviewer: What makes you feel excluded, thus not part of the HTH community, while following classes online?</p> <p>Interviewee: I haven't experienced feeling excluded too often, but usually classes that last over an hour especially with teachers who speak with a monotone voice and doesn't really try to make a big effort besides reading what's on their powerpoint slide are the ones where I tell myself, 'Damn, I really feel like I didn't learn anything and I'm wasting my time'. It's hard sometimes trying to act excited especially if it's a boring subject in itself, but students notice it when teachers are trying to put some effort into adapting to the online environment and it goes a long way for sure. But yeah, I mainly feel excluded when I'm just staring at a teacher reading from a slide and there's no discussion, interactivity, or anything of the sort.</p> <p>Interviewer: What methods or tools do you think could increase your sense of belonging online at HTH?</p> <p>Interviewee: As I mentioned earlier, I honestly think interactivity is the key! So if everybody puts their camera on, maybe use tools like Kahoot or other interactive apps to learn while making it somewhat fun and enjoyable is great. For courses like MFD or other finance courses which is really hard to adapt to a quiz or something, I think teachers can just make sure to keep us either talking, typing, or clicking but keeping us engaged is key and that will translate to students feeling more invested in the class. I really recommend teachers to look up articles on how to make online classes more enjoyable and interactive as I'm sure there's a lot of tips and knowledge out there since almost the entire planet has switched to online learning.</p> <p>Interviewer: Thank you for your input!</p>
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Transcript #5

Group	Student
Phase	1
Gender	Male
Nationality	Mexican
Duration	25 minutes
Date	8/01/21
Time	13:00 PM

1st year student HTH	<p>Interviewer: What comes to your mind if I say “sense of belonging” ?</p> <p>Interviewee: To be part of and to be involved in something.</p> <p>Interviewer: Okay so to be part of, and to be involved in something. How would you describe your sense of belonging at Hotelschool The Hague?</p> <p>Interviewee: Well, being an international school and me being an international students. I really feel I belongs to the school. Of course, because I have a lot of international fellow students. So I feel really comfortable and I feel part of this institution.</p> <p>Interviewer Okay. And even during Corona times you're now on campus right?</p> <p>Interviewee: Indeed I'm currently on-campus, I was in Mexico, but following the classes in Mexico with the different timezone is horrible I did it for four months during the first wave and I don't want to do it again, because the time difference 7 hours less. I had class at 1am, 2am in the morning. It was horrible.</p>
1st year student feels sense of belonging	<p>Interviewer: What makes you feel people care about you at Hotelschool The Hague?</p> <p>Interviewee: Well, luckily I have a good friends here. We all care a lot about each other, especially because we're international so we don't have family here so basically. Yeah, my friends are like my family and are the only people, which I can rely on here. Yeah. So yeah, that's it mostly.</p> <p>Interviewer: And is there anything that makes you feel uncared for?</p> <p>Interviewee: Well, not really. Maybe at first it was different; I was in a different environment it was everything new. But, yeah, I've always been a really open minded person so I never felt like I was not part of the school or something.</p> <p>Interviewer: I'm actually really glad to hear that. And I'm also actually wondering. Now that there is a full. lockdown again all your classes are also online now, but you're still living on campus?</p> <p>Interviewee:</p>

<p>Students in different time zones feel unsatisfied about classroom belonging</p>	<p>Yes, I am. Exactly. There are a lot of students that are here even Dutch students I think they just don't want to have distractions at home or something. They just come here to just stay here, because of course they all pay the rent anyway.</p> <p>Interviewer: And how does sharing the kitchen work with the current measurements?</p> <p>Interviewee: Well, it's like four max per kitchen. There's not a lot of people cooking, a lot of people order. I don't cook a lot to be honest but there's not a lot of problems</p> <p>Interviewer: What makes you feel supported by lectures within the virtual environments?</p> <p>Interviewee: This virtual environment I don't feel fully supported by lecturers especially when I was in my block when I was in Mexico. Some classes they couldn't record them for me so I had to join at 1:30am. And I, of course I didn't look well. Mostly I didn't enjoy it because I was just there but I was not mentally there, you know, is was totally asleep with my eyes open. They supported me by sending me some videos for my exam two days before the actual exam but yeah of course two days before my exam was too late it was definitely not the best timing. But yeah, like they support you and if e.g. if you're sick or something "don't worry, don't join" But like really really feel supported. I know it's also not their fault. You know, it's new for everyone. But yeah I didn't always feel it.</p> <p>Interviewer: It's really interesting to hear that they actually made it difficult for you to not record these classes because at the end you know you just press a button and that's it. So, yeah, I'm actually sad to hear that.. And how was to change to a virtual environment influencing your experience at school?</p> <p>Interviewee: At first, when I had normal classes, everyone was super motivated. And then when we got kicked out we were supposed to just leave for like 10 days or something and it ended up like being four months. Since it were my first class online, I joined like a 3AM. And I realized like wow this is gonna be a really hard time for me you know I'm not gonna learn anything. Though, I was not really with that mindset I was still like "okay, it's fine I'll just wake up, and then go to sleep". But I realized that I was just there not understanding anything because, I was falling asleep. So, yeah, the change for me was not the best. I really didn't like it I still don't like it a lot. But now that I'm in Amsterdam, at least I understand a bit but it's, it's not the same.</p> <p>Interviewer: You actually experienced more classes online than offline. But how did you experience the difference between the virtual classes and the offline classes?</p> <p>Interviewee: It's really different in the offline classes you really learn, especially in workshops like having tastings or something, it's really motivating for students. Not only they know that they're not online. There, they just also actually learn more and get more interest about topics and things so yeah.</p> <p>Interviewer: Did you also do your practical education (PE) online?</p> <p>Interviewee: No luckily I had be here I had six weeks of PE, which was the most fun I had in classes, but yeah it was my most fun block at least. Plus I didn't have experience so everything was really good for</p>
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Following classes in
different time zones

me to learn and stuff. But after six weeks I had to do assignments and all things online for PE which was really really really boring nothing to do

Interviewer:

What makes you feel included while following classes online?

Interviewee:

Well, I think I feel included, just because of the fact that I'm still in school, so really being on-campus. When I was in Mexico I would be like; "Okay I'm in HTH, which is Amsterdam but I'm not really there" you know?

Also that most of my friends are here we still feel part of HTH in a way ofcourse.

Interviewer:

What makes you feel excluded in the online classes?

Interviewee:

Well, It's not a excluded feeling is just that, as I told you online it's not the same and we don't learn the same and you don't feel as driven or as interested in the topics. So of course I try my best put attention but yeah, I'm here in my room. You know, it's just different vibe that you don't feel it to you know.

Interviewer:

Also, I'm wondering how is it to share your room and doing classes online?

Interviewee:

My roommate is currently not here he lives in the Netherlands. Okay. So luckily I have a really good roommate we're friends. We're really good friends. So, having a roommate is, it's not a problem for me.

Interviewer:

I'm really happy for you to hear that it's not a problem. What encourages you to stay motivated during classes online?

Interviewee:

Well, what motivates me is that we all know that one day it's going to be normal again. So it's not really a motivation is just like "okay this is going to be over soon". I just make an effort for this and, yeah, it'll be fine because there's no other option. My motivation is just keep going, It's either that or I don't graduate.

Interviewer:

Is there anything that keeps you from being motivated during online classes?

Interviewee:

The fact that they're online. I can't really ask a questions how I would like to ask it in class.

Interviewer:

Is there any method or tool which you think could increase your sense of belonging in the online classes?

Interviewee:

Maybe for the online classes I would like them to be a bit more interactive for the students not to just stare at the screen for an hour and 40 minutes or whatever the classes. Yeah, make it more interactive, there's some classes where they're really interactive which we go like to breakout rooms so separate breakout rooms and we do activities. But there's also some lectures where it's just like staring at the screen like if it was a video, you know, it may be that.

Interviewer:

Thank you very much for all your input!

Transcript #6

Group	Student
Phase	1
Gender	Male
Nationality	Dutch
Duration	25 minutes
Date	8/01/21
Time	14:00 PM

Interviewer:
If I say sense of belonging what comes to your mind?

Interviewee:
The need of belonging to something like a group or anything. **Just belong somewhere that you feel connected to a group to something bigger.**

Interviewer:
And how would you describe this sense of belonging at Hotelschool The Hague?

Interviewee:
For example in class just like a basic interaction that you are active in class and with the group and work well with other people as well.

Interviewer:
So, because you interact with people in class you feel like you belong to the HTH community?

Interviewee:
Yeah

Interviewer:
Okay. Clear. And within this community what makes you feel people care about you?

Interviewee:
I feel cared with tutoring; for example during PRD where you're deciding your tutor asks how you're doing with school and everything that helps, and other teachers also do that sometimes just before class.

Interviewer:
And do you also sense that then with fellow students?

Interviewee:
Yeah, **with my, my friends like we just check up on each other, but not with like all the other students.** Just with the ones I connect to.

Interviewer:
And is there also anything, which you makes you feel uncared for?

Interviewee:
No, I don't know, sometimes when you **send an email to a lecturer or something and then they say yeah thank you for your feedback we will take things into consideration and then they never do anything again with it.**

Interviewer:

Oh yeah that's actually really annoying. I had that as well quite a lot. And I'm surprised that they still do that nowadays with the whole virtual environment going on.

Interviewee:

Exactly.

Interviewer:

But then, this is a nice bridge to the next question. What makes you feel supported by lectures within the virtual environment?

Interviewee:

At the end of a class when you asked for feedback after a session I feel supported for example when we really first started with online learning. Like, they're asking how we would like to improve on it. So at that moment I felt quite supportive like that they wanted to support as best as they could in this situation.

Interviewer:

And what makes you feel unsupported?

Interviewee:

As mentioned before, when they don't reply on my emails.

Interviewer:

How was the change from an offline environment to an virtual environment influencing your experience at HTH?

Interviewee:

Quite a bit. My motivation has gone down a lot. Because of the online learning it's just not comparable to what you usually have in class.

Interviewer:

And what keeps you from being motivated during the online class?

Interviewee:

Just like when you're sitting by the laptop, you're just sitting by your laptop and it's not really exciting or anything and when you're in class you are there with a group of people with the same motivation so that motivates you more as well. And you're really there with the teacher and you see them as you look what's happening so that's also, that that's mostly I think,

Interviewer:

So it's really the social interaction with your with your peers which motivates you because you see what they're doing?

Interviewee:

And also just the feeling that you're actually in a class and actually having class instead of just sitting behind the laptop

Interviewer:

You are from Haarlem, how often are you in school and how often are you at home?

Interviewee:

I try to be at school as much as possible because we don't have that much time left in school. To make the most out of it. Because living on-campus is a once in a lifetime experience so I try to stay here and connect with the other students as much as possible.

Interviewer:

How did you experience the difference between virtual classes and offline classes?

Interviewee:

During online classes you don't have the feeling that you are really at school and studying. But when you're in the classroom, you just have the whole experience and actually feel like you're are really in the environment

Interviewer:

What makes you feel included while following classes online?

Interviewee:

For example when we have to make smaller groups or when we go into breakout rooms. And then you're with less people and then you can more easily communicate, which just makes it feel a bit more like you're actually interacting with eachother.

Interviewer:

So for you it works more, to actually work more in smaller groups.

Interviewee:

Yeah smaller groups for me works better in the online environment because it's just easier to communicate.

Interviewer:

Does it make a difference with the camera on or off? And do you have your camera on in the big classes?

Interviewee:

No, I usually have it off because then I can just sit on my phone or something. Uhm, but in a small group I have it on because it just more fun to talk with everyone. Especially when everyone was home during the lockdown than I was able to see my fellow other students.

Interviewer:

What makes you feel excluded from the HTH community?

Interviewee:

When a teacher just keeps talking and talking and doesn't asks or stop to have a bit of interaction with the class. If they just keep talking it's like you're watching the YouTube videos.

Interviewer:

What methods or tools, do you think could increase your sense of belonging, online at Hotelschool The Hague?

Interviewee:

To just have more interaction, as in working more in smaller groups.

Interviewer:

Okay, so more interaction for you is working in smaller groups. And is there anything else, which also works for you?

Interviewee:

No It's really hard I know it's also hard for teachers to come up with new methods and stuff so I really can't come up with anything else.

Interview:

Thank you for your input!

Group	Student
Phase	2
Gender	Male
Nationality	Dutch
Duration	25 minutes
Date	8/01/21
Time	16:30 PM

Interviewer:

If I say sense of belonging what comes to your mind?

Interviewee:

Um, I think it's for me it's kind of an emotional connection you have with something someone, or some people it can be very broad, I think it's mostly the emotional connection.

Interviewer:

How would you describe your sense of belonging at HTH?

Interviewee:

That's a good question. I think this sense of belonging regarding hotel school is very much that bubble that we always talk about with each other, where, you know, you, especially in the first year you're part of this environment you're living, you're living in a hotel in school, and basically if you don't want to get out of it. You don't have to. So you're very much in there. And when you come back from your first placement. That changes a bit where you are more in touch with your friends and the people you have a strong connection to. So the sense of belonging, I think, changes throughout the hotel school career and if I reflected on my current position online I rather don't feel a sense of belonging. I don't think it is necessarily there, to be honest.

Interviewer:

What makes you feel people care about you at HTH?

Interviewee:

In the offline environment it's when you walk through the building, you know basically almost everyone. You have your social interactions wherever you are, and you are in the classes with the people that you know, and, like, you can joke around a bit more than you can do online.

Interviewer:

And is there anything that makes you feel uncared for?

Interviewee:

In the offline I do not necessarily feel uncared for I think.

Interviewer:

And if you refer it back to the online what makes you feel people care about you at HTH?

Interviewee:

I think online it's genuinely just pulling each other through the online environment because you constantly have to motivate each other sometimes this person has a dip sometimes the other has a dip, and you pull each other through that, and the sense of belonging is more in assignments than it is in social contact so you basically only have a belonging when you have to do something with someone. But if you don't have to do anything you don't you're not in touch with anyone. And if you're reflect that to offline. It's kind of the other way around, where you will meet up with people that you need to work with. But if you don't have to meet with them, you will have contact with the people that you have that sense of belonging to but that sense of

	<p>belonging with your friends on school is now gone because you sit on the couch and you just meet the people from your team assignment.</p> <p>Interviewer: So for the online environment, you feel uncared when you don't have the connection with your team?</p> <p>Interviewee: Yeah, I think so uncared, I'd love to be in touch with the people that I usually see, like my close friends but if I want to meet them like a bigger group of people then it needs to be aligned and I cannot be bothered to sit longer behind the laptop, and especially sitting behind a laptop for social contact. I think is a bit ridiculous.</p> <p>Interviewer: Regarding the lectures what makes you feel supported by lectures within the virtual environment?</p> <p>Interviewee: The only energy and motivation which I get from lecturers is when the classes are engaging, so it's interactive and they ask you questions, and you are part of it. Instead of just sitting on the couch or behind the table with your cup of coffee and you just listen to someone. I zoom out quite a lot as in; I just started daydreaming or I started Googling things that I find more interesting when there's not really any interaction. Especially in a bigger group; when it's a bigger group of students I just can't be bothered to pay attention.</p> <p>Interviewer: That's a very good remark so you feel unsupported if they are talking too much and there is no interaction, but also the group is to big?</p> <p>Interviewee: Exactly, it's basically like you're watching a movie and you're sitting and you have to watch it to understand. But usually when it's a bigger group it's more of a "Aula Class", or it's like just a class, listen to more than it is a coaching session, because just now early I finished a coaching session I had a good class with eight students and one lecture and then it's really interactive. But if you get a class on theory, you're just sitting there and you're not really there. I don't feel like it adds a lot of value.</p> <p>Interviewer: How was the change to a virtual environment, influencing your experience at school?</p> <p>Interviewee: My motivation dropped significantly, especially because I'm constantly in the same environment, seeing the same things. I sit at one table, I have dinner, breakfast, class all at the same table. Throughout the whole period it's been like, almost a year now. I think throughout the period of the Year In the beginning it was tough because basically we were locked and everyone left. Now, a lot of people are still here so I still meet up, and I go for walks and I do things to basically force myself to go out, I cook a lot of dinner, instead of for example ordering food because I have like day activities and I tell myself, nine o'clock, or if I'm working on the report after nine o'clock my laptop is off, I'm not doing anything anymore. Yeah, so I really set times for myself to do fun stuff, because it's so easy to if you have one spot you sit at the whole day to basically work longer than you have to. Because I can imagine it's the same with people working at home for actual jobs. They work longer than they usually do because of travel, travel hours and such things. Yeah. You really have to be strict with yourself. That's something that I've learned throughout the online environment.</p> <p>Interviewer:</p>
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Constantly in the same environment

	<p>So for you personally it's important to change environments and keep yourself engaged?</p> <p>Interviewee: I'm very bad at sitting still. So I walk around all the time, and I have a lovely view with a lot of windows in my living room, which helps a lot. And I just walked through the park and stuff like that.</p> <p>Interviewer: How did you experience the difference between a virtual class and offline classes?</p> <p>Interviewee: In an offline class. I feel more forced to listen and pay attention and in an online class I don't and I can imagine that lectures, really feel that. And sometimes I also do feel guilty about it but I, you know, I want to use my time efficiently. And I think lectures also still finding their ways because there's no books on how to give an online class. Basically, they've never been taught how to give an online class and it just had to jump into the deep and figure it out and see what works and disinterred each other's tips. So, yeah, it's literally a learning environment for everyone.</p> <p>Interviewer: You are also a student ambassador; can you explain a little bit more on what you actually do?</p> <p>Interviewee: So, initially I signed up in February after my internship, as an ambassador, I applied and got the job, I'm the person that basically is the connection between people that are interested in hotelschool and hotels, so potential candidates and people that want to go to hotel school, I give a presentation to other student ambassadors in school, but also host selection days, and basically make sure that we have enough students helping out with all these events, and I basically have only done one presentation live and one selection day on campus. Nevertheless afterwards everything went online now the role has really changed. So, I do online presentations on zoom, together with fellow student ambassadors, I work together with the student ambassadors from the Hague, which we usually never did. We're very much, working together with the four of us, it's nice. The selection days are online. And for example for the new students that arrived in February. We are hosting zoom sessions so when you and I applied from a bell school. We've got an email with each steps from my school but yeah the pack what was in your room and that said you didn't know anything. You were just thrown into the deep. What we do now is for a course of four months when we know all the students that are accepted. Every two weeks we have a zoom session on Sunday at two o'clock, where we discuss different topics. One is, what do I pack. But what do I expect How is it living in the Netherlands and as an international student. What am I going to do in my first couple of days of hotel school for one hour etc. we just give these presentations, and we have like a half an hour Q&A sothey kind of get to know what to expect.</p> <p>Interviewer: That's actually a really positive change from offline to virtual because now you can really give them an expectation on what there is out there. How do you keep everybody included in the presentations you give?</p> <p>Interviewee: It's a good question because I sometimes feel like a teacher. I actually signed up for this position because I wanted to learn the skill of being confident of presenting in front of 50 people. That was my main reason to sign up and be able to rock that. And that completely changed, and now online, what we did is we tried to get a very engaging so the presentation used to be 45 minutes. Now we can cut it for 25, minutes, and we have 30 minutes Q&A session where we have a breakout room with a recruiter so like, just someone that does it for a living and us and they can choose to which room they are and then for half an hour we just sit there they have to open their cameras and we answer questions. So instead of long listening, we just have a 30 minute Q&A session in smaller groups.</p>
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Short presentation smaller
break out rooms with Q&A

Interviewer:

What makes you feel included while following classes online?

Interviewee:

Currently nothing really makes me feel included to be honest but that is also because I have a week with only two classes. So I have two classes of 50 minutes and then it's a bit difficult. But I would say feeling included is like the group work, so the assignment makes me feel included and that's honestly the only part.... And then of course my work as student ambassador but that's not necessarily as a student. So if I would say, from a student perspective I would just say the assignments and deliverables I have to do as a team.

Interviewer:

At the moment I'm also researching how Peer Assistant Learning would work, and if I hear your story you're actually the older peer helping the first year students and do you think as an older peer, thus leader, do you feel belong more to the school because you're representing the older phases?

Interviewee:

I definitely think my role as student ambassador for new students helps to feel more included. But I can imagine that from a first year perspective it's kind of scary in a way. But I think guidance definitely helps And, you know, in first year you learn a lot from mistakes that you've made. So how do you use the HTH writing guide, in learning from not referencing the right way so just asking someone that knows. So I definitely think in certain aspects you can definitely learn from each other and one of those is writing guide but also how to do research and how to use all the tools that schools given. Because I still think if I reflect on myself that I don't know all the tools that are accessible I think it's a tool that can help in an online environment, but also offline.

Interviewer:

What makes you feel excluded from the online classes?

Interviewee:

For example, yesterday I had a class two different teachers, normally one teachers gives that class but the person was sick. So now I had the two different teachers so I had three different teachers for one subject. And the first teacher was very much just giving the information, and just saying you know this is what you have to do and this is the part of that yesterday's teacher, the second teacher was very much, asking questions. After giving the information. Okay, so first all the information blah blah and then asking us questions. And then the third teacher asked us constantly What did you learn how did you think about it, and then said oh but this is the theory. So it was three different approaches. And the third teacher also asked because she's the one that is responsible for the whole course she said she asks "what can I change and what can we change throughout the course" and unanimously everyone said your way of teaching is more engaging and actually want to listen instead of just giving us first teacher was giving us information to second, giving us information and ask him questions. It was easier for us to just ask questions and see you know oh you had homework. This is the "what did you learn about this news" "how do you compare them and that" I think it's a teacher's style but also the way to go in an online environment.

Interviewer:

That's actually a really nice comment; so the teacher setup of a class is for you the way to feel included or excluded?

Interviewee:

Yeah, for sure

Interviewer:

What encourages you to stay motivated during an online class?

Interviewee:

So the set-up of a class online and I think it's also interest. So if I'm not necessarily very interested in a topic, I also tend to just zoom out, but if I'm interested, I feel more motivation to be engaged. So I think that's also a rather personal.

Interviewer:

What keeps you from being motivated is not being interested?

Interviewee:

Exactly, And also, it's something important to mention is structure, as in currently in MO we've a lot of information and a lot of resources, but it's not necessarily very clear where to find what and when to do what and how to do what. And then **this group chats with all the students really helped because there's always one person that understands.** I have to tell everyone. But yeah it's just it's very vague. I have a practical week next week, which I have to do practicals online but I actually have no clue I have a F&B assignment, but I don't know what the F&B assignment entails what is expected from me what I have to do. And **I have an instructor and I have a PE but I have no clue. They've given us a workshop on it and they just said you know the PE has to do this you have to grade it by Friday and they can ask them questions and help you out.** But if that's it, then I'm intrigued by why there are so many hours. it's very much also structure that helps to motivate if I know what I'm up to, then I can also schedule my days a bit better because right now I can't always do that.

Interviewer:

What methods or tools do you think could increase your sense of belonging, online at Hotelschool The Hague?

Interviewee:

Well, I don't think **all those mindfulness and all those online drinks together and whatever stuff they always organize do really help me but I think it's a bit corny and cringe to talk about things and how you feel with each other online.** It's not my thing. I don't know... like for me the sense of belonging right now online is just having a goal together with your team and striving towards it. And usually, for example, when you reach that goal you have drinks afterwards. **It's the whole social aspect that needs to improve.** And that's the biggest learning the whole world currently is facing. So if I would say, what is the sense of belonging that I need online.. **it is the social aspect which I don't even know myself how to create that, but I know that I miss it online and that it is something that I need.**

Interviewer:

So you actually want the social interaction, how did you experienced the blended learning at the beginning of this school year?

Interviewer:

It was 50/50 it was half online, half offline. I kind of enjoyed that, mainly because for those little 50 minute classes, or those just things that you don't necessarily feel like you have to come to school for and so having those online, I thought was very useful. Because it's a lot of trouble and then you just go to school once or twice maybe three times a week for really the coach session. **I thought Blended learning was a perfect mix.** I would definitely like to see in the future, even when situations are more normal because you have a sense of inclusiveness that you don't get online.

Interviewer:

I always had all my team meetings offline on campus which for me was sometimes even really tiring. During the blended learning, did you guys as a team, meet offline or mostly online?

	<p>Interviewee: Both, actually. I had APC & MFD in block A. For example, the general manager meeting was on campus. Afterwards we were discussing “okay you're gonna do that, you're gonna do this”. And usually we weren't always in pairs of two to two yeah and then we meet online with one other person to work. I'm not a person that can meet up and work with six people in the same room. I enjoyed that actually, I enjoy working together online but also working with one person and more than, all these meetings everywhere also the online meetings are just a mess. Yeah, with six people online Everyone talks to each other, nobody can make a point. I say bigger groups offline smaller groups online.</p> <p>Interviewer: Thank you for all your input!</p>
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Group	Student
Phase	3 – on LYCar Placement
Gender	Male
Nationality	Dutch
Duration	20 minutes
Date	8/01/21
Time	16:30 PM

Interviewer:

If I say.. “sense of belonging” what comes to your mind?

Interviewee:

It's very broad to me Sense of Belonging, do I feel home here? Do I feel I fit into the university culture? Does it relate to in what I want to become in the future?

Interviewer:

How would you describe your sense of belonging at Hotelschool The Hague?

Interviewee:

I feel like I belong there because hospitality is something I'm very passionate about. something I want to bring to my future career, and I think it's one of the best schools in Holland and worldwide to help you develop those hospitality skills so in that sense I feel like I belong there.

Interviewer:

You feel like you belong there because hospitality is your passion, which is amazing. Do you also feel a sense of belonging to your peers or your lectures?

Interviewee:

Well, I feel like the sense of belonging is created by the organization as a whole. And part of that is your peers and teachers so I would say yes. So, I feel like that it is created by everyone whom are part of the organization thus by students and teachers. But I still have some comments about that, but I will elaborate on that later.

Interviewer:

What makes you feel people care about you at HTH?

Interviewee:

I will break it up year by year: The first year I really felt like I was being cared for and there were a lot of teachers that were there for me. But I must say once I got into phase two and three. I really lost that feeling because it was not mandatory to go to class anymore and I feel like the classes were getting bigger and I felt less cared for. There was always group projects so you're never really looked at as an individual but more as a group. Yeah. So that's how I felt like the connection between me and HTH as an organization became less and less. However, shall I also relate that immediately to my internship experience?

Interviewer:

Yeah sure, tell me more about how you experienced that on internship!

Interviewee:

I must say that felt quite different, because I was doing my research for school having Ms. Sok as a commissioner, I felt so much cared for with her, she was really asking about my personal well being. At that moment I see her as the face of HTH she's representing the organization for me. And also handling me with a lot of respect. So I think that was really important and the same goes for my coach, Ms. Schepel she is also really involved and asking me how I'm doing during

<p>LYCar student feels included and sense of belonging</p>	<p>the process. So, in that sense I felt a sense of belonging. I felt respected, I felt the connection. However, I've also heard worse experiences from other students with different commissioners and different coaches but this is my personal experience.</p> <p>Interviewer: So for you personally in the first phase of Hotelschool. You felt really connected to Hotelschool, then during the second and third phase, the connection faded a bit away, but during your LYCar experience with you feel the connection with Hotelschool back again?</p> <p>Interviewee: Yes.</p> <p>Interviewer: What were the things which made you feel uncared for?</p> <p>Interviewee: One thing also in the first phase of course we live at school, so we have all these instructors that are really taking us by the hands. Also I must say, in the second phase this does not include MO, but the moments after that it just became us all in groups and almost no individual assignments. Also, not really a coach we did not have a coaching session with our tutor. And I never heard anything from her after phase one. So it's like, in that sense I felt uncared for and the only thing I did was going to classes.</p> <p>Interviewer: So you actually missed the personal support?</p> <p>Interviewee: Yeah. That's how I personally saw it, there were a lot of group assignments and lacking personal support.</p> <p>Interviewer: Well that's clear. What makes you feel supported by lectures within the virtual environment?.</p> <p>Interviewee: Well, if almost only had LYCar within the virtual environment but in that sense, they still gave me all the advice that I needed. I felt like I didn't really need any physical meetings with them in order to get the information I needed it. So in that sense I feel like it was even better to do it online and doing it in real life, I'm glad that it was online because now it saved me a lot of time I could schedule more often online meetings with Miss Schepel and Miss Sok. and it could just be quick in between saving so much time and I still got their personal advice.</p> <p>Interviewer: Great to hear that you still feel supported and it's also actually more efficient have you ever felt unsupported by lectures?</p> <p>Interviewee: I actually felt supported by teachers, It wasn't necessary to have any classes anymore, mainly has to do with the fact that I didn't need to have any workshops, the only thing I was having was coaching sessions or lectures and workshops as necessary to be in person. Y</p> <p>Interviewer: Okay. To summarize, you feel supported because they're there with all the attention, it's more efficient. You didn't really experience to feel unsupported because the in person coach sessions.</p> <p>Interviewee: Exactly!</p>
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Ideas for increasing SOB on internship	<p>Interviewer: How does it change to a virtual environment influencing your experience at school?.</p> <p>Interviewee: Well, for me it was just a very brief because I was already in last four weeks of my assignments. Yeah. And then that's when I moved to the virtual environment so for me I started my internship. So for me it was a big change because my internship is still on, I'm still here.</p> <p>Interviewer: And what makes you feel included, while being on internship and having coaching online?</p> <p>Interviewee: I have some points of critics; I find it ridiculous that I still have to pay so much for the support I get that, we still have to pay so much tuition. Because it's me working and, like, an occasional session of coaching. I do feel supported because Miss Schepel occasionally send me a WhatsApp message like "How are you doing, and let's plan a meeting" so we had like four meetings, I think, during my internship.</p> <p>Interviewer: And, is that also influencing how included you feel?</p> <p>Interviewee: Yes, for sure. I think, also, hotelschool doesn't give you that much support when it comes to LER your kind of thrown in the deep and Good luck. "Go have fun with your reflection and everything else I mentioned", I'm lucky that I did research at school so I was at semi-guidance but for a lot of students who didn't do that support is lacking and the online environment isn't helping in that.</p> <p>Interviewer: How do you think this support could improve, how do you how do you think you can feel more included?</p> <p>Interviewee: I feel like there has to be more guidelines, there needs to be more of a guideline for students: "how often their coach gets into contact with them", let's say a monthly update, or something, or when there is any issues that it's easier to connect with your coach regarding your internship. I feel like they don't have enough personnel for this to do this with every single student. Or at least, send like an initial meeting, though, I feel like they already have guidelines but in my eyes a lot of the coaches don't really follow this.</p> <p>Interviewer: So you want more of a "personal touch" in you LER so that you actually feel the coaches care about you?</p> <p>Interviewee: Indeed, more In my LER I would like a set structure where they say: "this week of your internship your coach will have a meeting". You can actually compare it to my first internship, I had to explain more there, I had way more strict deadlines. The meetings made me feel more supported at that time. Right now, I would say but also I'm working full-time and they are also busy so it's in school defense but they could definitely have a look into it.</p> <p>Interviewer: Yeah, , that's a really interesting part of the discussion though because of the fact that you don't get this full support you feel you are doing it by yourself.</p> <p>Interviewee:</p>
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<p>SOB in LER</p>	<p>Yeah, basically,</p> <p>Interviewer: And how is the online environment influencing that experience?</p> <p>Interviewee: Well, I was supposed to have a meeting with Ms. Schepel in person. But due the lockdown it became an online meeting I honestly don't think it would have made a big difference. If it was online or in person.</p> <p>Interviewer: What methods or tools do you think could increase your sense of belonging at the virtual environment of HTH?</p> <p>Interviewee: Well, I feel like school is doing the best they can. But making people feel like they belong, even though it's the online environment, I must say it's a challenge that most universities are coping with, and it's hard because you cannot expect the same as on-campus. It's just a feeling. I feel like, what else can we do... maybe they could create more structure and I'm speaking about the LYCar experience because I didn't had too many classes online. Maybe they could have a more set structure, like how often they meet online, and not just leave it to the responsibility of the students because now it's still something we pay for we expect guidance and of course, when you start your LYCar you come at a point that you are more independent. But it would be nice for school to have a set structure and how often you're supposed to meet with your coach.</p> <p>Interviewer: Thank you for all your input!</p>
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Group	Lecturer
Role	TMS Lecturer & Tutor
Gender	Female
Nationality	Dutch
Duration	30 minutes
Date	11/01/21
Time	10:30 AM

Social interaction is important for SOB

Personal touch is more doable in smaller group sizes

Interviewer:

What comes to your mind if I say.. “sense of belonging”?

Interviewee:

Great question. I feel connected engaged, motivated, group work those are things which come to mind.

Interviewer:

Do you feel that you have a sense of belonging at Hotelschool The Hague?

Interviewee:

Sometimes more, sometimes less, so when before corona times let's say you're in the offline environments, I feel I belong, most of the time. Um, but the Sense of belonging has really decreased in the online world. So, it also for me, like for many if not everyone else was a struggle to, you know, there were moments where I was working and think "where's everyone else? And you would call a colleague and couldn't get hold on him or her. And you think "Am I the only one working this morning?" while the colleague was just in a class or meeting. And normally you see them around and that has really an impact on my sense of belonging. I feel like I belong, but I do need social contacts and I do need to have a chat about whatever to feel that so and I missed "the coffee machine talk" as I call them a lot.

Interviewer:

So, the social interaction for you is really important to feel belonged?

Interviewee:

Yeah, that's important. Yeah, absolutely. Yeah.

Interviewer:

Oh that's clear. And regarding the students, what are you doing to build a connection with your students?

Interviewee:

That's a great one. So what I used to do or I still do I think is to **make it personal**. For example, especially in classes, just now I had a class of 50 minutes I was supposed to have 13 people but only 8 showed up. **For example using names their names, checking upon them, and welcoming them under their name so they're actually seen.** I mean, think I'm in the lucky position of having small groups the max group size is about 16, every time. You can actually address everyone personally. I would sometimes follow up on something we just have within a previous class, to also show "hey I remember you told me this and this about this, how did it end?". I think this is more recognition. So, when you say social interaction... The class I just had was 50 minutes, **it was crazy I had to squeeze in so much information in so little time. So, on those days the extra recognition is not do-able, but if I have 100 minute session or longer.** What I do is; I will chitchat about my morning about how I slept that night I would just share something personal. Something about what happened or would happen. I'm doing this just to make it more personal.

<p>Often students say to lecturers that they have technical problems, therefore problems with turning camera on.</p> <p>Also, a student confirmed the “forced” feedback at the end of the class worked</p> <p>No time for break = zoom out. Class set up is very important</p> <p>Not using names when asking question students quicker not engage</p> <p>The social responsibility of students is a big reason to answer or not.</p>	<p>going up and the first one who raise their hand I will give them a task to do such as “your role is to keep track of the time “. It actually really helped me because I tend to go over time with my classes. I kind of forced them to be engaged to listen to keep track of the time. That’s what I do and I also tried something this block where I tell the students at the beginning of the class: “I’m going to meet two of you at the end of the class, to briefly evaluate the class for not longer than 2/3 minutes.” “I just want to hear what went well and what to improve”. So that is also how I forced and choose different couple every class.</p> <p>Interviewer: That is very nice! What do you think keeps students from being engaged during online classes?</p> <p>Interviewee: Well, like the class I just had. There was so much to cover and so little time. So at the end it was just only me talking, and I saw students just feeling intimidated by the info. So that is if there’s too much content for the time available, and that’s really when people zoom out. I also feel less engagement if I don’t issue a break. Normally what works well if I ask “ okay guys how is the energy?” and if they answer low; I often say “get off, get your coffee and I’ll see you back in two minutes”. But if there is moments where I forget, or where I just have too much to cover and then there’s no time for a break that’s were students can’t keep up. Even if my class is only 50 minutes considering they are following way more classes in line on the same day. You want them to be engaged, but you can’t because there’s so much more on their plates. So I would say the length of the classes sometimes and the lack of breaks, keeps them from engaging. I personally do it, but I also see If you don’t use names when asking questions students would quicker not engage. But I always try to prepare them for that by stating at the beginning of my classes “I want your active participation in class:.</p> <p>Interviewer: If I hear this, it has to do a lot with social responsibility? If you put out the name you need to reply.</p> <p>Interviewee: Yeah.</p> <p>Interviewer: And during your class how do you ensure all students feel included?</p> <p>Interviewee: Good question. E.g. when people are very quiet I would say “Ingeborg, I haven’t heard you, what is your opinion?” In MO leadership skills I e.g. prefer to give examples from every student experience in their specific outlet. Instead of generalizing it. So I try to relate a lot by knowing where there at. But it takes a lot of extra time. But in a 50 minute class I simply don’t have the time for that. But I try to make a more inclusive environment by referring back to encounters we’ve had situations or stories they’ve told in class before. To give examples which are relating to them. But sometimes I don’t because there is no time.</p> <p>Interviewer: So you try to make them feel more included, and you think, when you don’t do points aforementioned. Students tend to feel a bit more excluded because you don’t give that personal touch?</p> <p>Interviewee: Yeah I think so because, then again but the exclusion depends very much on what otherer courses are taking from them in the moment. Because if it’s just another online lecture where you get to hear about theory I think “okay yeah” and if it doesn’t relate to your course you doze off and you may not feel as included. Honestly I also think this can happen in a classroom setting where people also feel not income.</p>
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Telling them she is available, nevertheless students prefer tutors to reach out to them.

Interviewer:

That is true, and you're also a tutor, how do you keep your tutees included?

Interviewee:

I tend to show them that I'm still around and available. Most of you (phase 3 students) don't need me by now, so you're having your own part of LYCar. Some of the students in phase 2 still need to. So I start to reach out to them at the beginning and end of each year, before Christmas and maybe in the new year again, on those crucial moments where they need to make a decision. But those messages are general, a general text or a general email. I think that what I do. **There is no more group classes in tutoring, I prefer to speak one o one anyway.**

Interviewer:

Do you already use tools to create a sense of belonging during the online course?

Interviewee: What I often do is to start my classes early and play music at the start them. I would play music, let them listen to music whilst I prepare stuff while I take attendance for example. So intend to create a different vibe with the music. It's not really a tool but what I also do is creating a space where people feel they can talk about different stuff than school. **I share personal stories about how my morning was**, e.g. "I spilled my coffee blabla" not very important stuff but ordinary actions. **I would ask for their inputs e.g. last week, the group I saw I asked them "on a scale from 1 to 10 how excited do you feel to finish your block online will then they give me a raise or put in in the chat, it's an indication and sort of a feel like "Hey, how are they doing" sometimes I ask in the form of a word e.g. give me one word how you currently feel.**

Interviewer:

What tools do you think can be implemented to enhance the sense of belonging in virtual world?

Interviewee:

In my ideal world: everybody shows up on time, I have a slide open which says "time for coffee and rest", so that people know they can at least relax. Like you would do in class and where you would start to talk with your peers. **But the thing is it's so awkward because you don't do that online since everybody can hear you and it therefore feels very forced. But yeah, it's an ideal situation you would share so you get students to share something of their weekends.** It doesn't need to be a guided conversation it can be just two students having a chat whilst I'm preparing my class. Sometimes it happens but yeah what I said it's an ideal world. It's actually nice maybe for a next class I can try to start with a slide saying welcome to class, please grab a coffee and let's have a chat, but than again it may be forced again. Would you do that?

Interviewer:

I personally wouldn't go earlier to class to have conversation wouldn't feel totally comfortable and I have so many other classes going on, even though it has a nice intention. But for me it would feel forced.

Interviewee:

But than the great thing would be to in the 100 minutes we should implement a ten minutes dedicated for a chat to enhance the social interaction. Besides of the introduction goals and agenda, just a 10 minute of only nice talk.

But also having a different set up per class per time, because maybe in a 8:30 class this won't work as good as in a 10.30 class.

Interviewer:

	<p>So actually what you are saying, depending on the day, we should implement a different class set-up?</p> <p>Interviewee: Exactly, e.g. in 8:30 class “come on everybody lets go up and have a stretch!”</p> <p>Interviewer: Well, that were very nice insights, thank you for your time and your input.</p>
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Group	Student
Phase	3 _ Following Classes
Gender	Female
Campus	Amsterdam
Nationality	Belgian
Duration	25 minutes
Date	15/01/21
Time	11:30 AM

Interviewer:

if I say sense of belonging what comes to your mind?

Interviewee:

I think what comes to my mind is more. How do you feel comfortable to participate in the class, for example in the virtual world, people don't always have their cameras on, the teachers are getting used to, calling people like picking on them but then sometimes they're not there and then there's that like awkward thing and, yeah, so I think it's about the atmosphere that's created by the lecture, and how it's responded to by the students,.

Interviewer:

And how would you describe your sense of belonging at HTH?

Interviewee:

I wouldn't describe it as too good. I mean, but I just don't really agree with some of the things that's going on in the school and some of the values that are that are being portrayed by hotel school and what kind of resonates in the school I don't really like that.

Interviewer:

And may I ask what values?

Interviewee:

At the moment in phase 3 now its better, because in phase 3 HTH is more encompassing that them but it's also, for example, sustainability, that was not in the classes at all, up until phase 3. And I find that quite alarming that a school like hotelschool which tries to really update the programs, doesn't include that so much, you know, in there. Okay, so that's what I think. But then what about my sense of belonging, for the virtual kind of world. I felt. I have an experience to share so what happened is: my roommates got coronavirus, and I had to quarantine. And my quarantine had to be about like 25 days, because I never got coronavirus. And so I had to wait for both of them to stop having any symptoms, to start attending quarantine. Yeah, so that ended up serving to 25 days, and I had an exam on the 23rd day of my quarantine. It was the SDV intermediate exam which used to be done in an oral kind of format. I contacted the corona team and the exam committee like more than 10 days in advance to try to make sure that I could pass that exam, and do that exam this block, and that's being quarantined was not going to actually penalize me, but they basically kind of said like, "Okay, well, you just figure it out yourself. We will just grant you an extra chance next block to pass the intermediate exam" and that's it. And there, my sense of belonging was shattered. You know, like, because we're all in there struggling with coronavirus, we're all in there trying to get used to the virtual system but sometimes like Corona and quarantine that is literally the reason why we set up this whole virtual system. And so, if we then get penalized. Because of that, that's when I think because I felt penalized for it.

Interviewer:

So when that happened to you you really felt you weren't part of the community because they didn't stood up for you?

<p>If lecturers create an atmosphere it is important to set clear expectations at the beginning of the class "Keep your camera's on during the entire class".</p> <p>Lecturers making effort with menti-meters but sometimes over used.</p>	<p>Interviewee: Exactly. Okay.</p> <p>Interviewer: Did you also experience where you felt cared for at HTH?</p> <p>Interviewee: Well, following that the corona team did send me quite some emails asking me how I was doing. If I had been recovering and stuff like that, even one of my teachers, which was also on the core team of Corona, sent me an email asking me how I was doing, I think I received about four or five emails asking me like, like, almost up to more than a month afterwards like "How are you doing, do you have any symptoms at all of that?" I think that is one moment where I was like "okay they're, you knowing it and they're really taking note of the events and they're really contacting the students afterwards the follow up a was really nice.</p> <p>Interviewer: How did that made you feel?</p> <p>Interviewee: Well, at one point, I was kind of like "guys it's fine", but I thought that was nice. I didn't feel completely cared for, but I felt half cared for, due the situation at the beginning with my exam.</p> <p>Interviewer: And you say half cared due the situation which happened before regarding your exam?</p> <p>Interviewee: Yes, exactly. Exactly.</p> <p>Interviewer: What makes you feel supported by lectures within the virtual environment?</p> <p>Interviewee: Well, as I said at the beginning, I think it's also the atmosphere that they that they create. But the problem here is that it also depends on the students and the way how their students respond to the atmosphere that's created. Sometimes some lecturers or meetings with the coach, like for example we had a peer review yesterday people would put their cameras on and off like only when they would speak and then they turn it off. And I just thought that that was weird that the teacher were the only one having her camera consistently on. And most of the time, there was no one else that had their camera on. So I think it's not necessarily about having your camera on but in certain contexts, it helps if it's more of a closed context. And then just about feeling the freedom to actually talk. Because I have some classes where I want to say things and then I'm like "Huh No! I don't know I don't". So I think that in the lectures, I see that they make a lot of efforts with like the menti-meter and all those things. But, at one point I was like "what's up with the menti-meter?" "Why are there like two menti-meters per class?". That's a lot. During MCH Ms. Dekker really gives a good atmosphere in the classes, because she talks very slowly and she really takes us through the thing, it's well done, like with the videos that they show and the break out rooms etc. it's well done.</p> <p>Interviewer: So for you it is the support and the that the tempo on how they talk, and how they approach you as a student? "the free-to-talk approach"</p> <p>Interviewee: I think so and like a smooth transition as well with all the virtual tools like some, some teachers get really get frustrated and say: "I can't get this on or something" and I get it, but some are just very smooth and they got it all figured out and that also helps.</p>
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Interviewer:

Have you ever felt unsupported by lecturers within the virtual environment?

Interviewee:

Well, that was kind of my fault, but that's the only example I can find. And what happened is I had a MFD exam retake. And it was my third time. And I saw that there was an announcement about changing the whole learning unit. And I tried to find it but I couldn't even find the new site. Oh well. I looked everywhere I was in the hotel school spaces thing joinable sites and I couldn't find it. And then I went to the exam. I was the only one without my notes. It was an open book exam I didn't know. and the whole exam was based on that new learning unit. And I failed with to like missing two points.

Interviewer:

So you felt unsupported in the accessibility of sources?

Interviewee:

Something like that. But it was also my fault, I think that now is the situation would reproduce again I would be able to get around it, but it was some kind of miscommunication. Because I also thought I it's probably not that big of a deal, like you know, and it was.

Interviewer:

How was it change to a virtual environment influencing your experience at school?

Interviewee:

That is a very good one. Well, it was also when everything was locked down and I went back to Brussels for that. And so it was tough because. Also, the block that I had at that moment, I didn't completely adhere to the the teacher's way of teaching, basically, you know, and so being like in a totally different country, being new and teams and having the teacher talk, the way that he did. And the way I didn't like him, too, was a bit hard and then I had an exam for that thing. So due the teacher's way of teaching which didn't completely adhere with me, my exams and the change to a virtual environment mad me so stressed out, I was so anxious. I felt like there was no way that I could pass that exam. It was RM, and. And I ended up working straight for like three weeks, literally only doing practice exams, the whole day for three weeks, starting at eight finishing at five, and I would not get it, I would get a six. The next exam I would get a three, and then it would just go like this the whole time. And then the exam came up, and I was so stressed so anxious. I was like, it felt like it was impossible for me to pass. At the end I did pass it.

Interviewer:

So, but at the end, the change made you feel really stressed out and really anxious because you didn't know what was actually going on you didn't feel like the environment was helping you which made you feel you were doing it alone?

Interviewee:

Definitely. I did not feel supported in there., I really felt like I was on my own. And it was all my responsibility, and I had to just figure out a way to come to learn the whole thing. Even though I didn't understand a single thing about the subject I was following.

Interviewer:

How did you experience the difference between virtual classes and offline classes?

Interviewee:

When I used to go to the offline classes I always participated very active in class, I was making notes etc. I always used to have my little notebooks, that I would bring to class with my little pens and I would make my little color coded notes and happy rainbows and butterflies, but with

<p>Students often feel that “they are doing it alone”.</p> <p>In offline class students felt they were active participating, in the online class students just lay in bed and make some notes but don’t feel as prepared for an exam as they used to.</p> <p>Students are very distracted by their environment → Phones, housemates, noisy room, bad internet connection</p> <p>Engagement depends on environmental distractions, class set up but also how much tasks/deadlines the students already has on their plate.</p>	<p>the new online environment like honestly like. Sometimes I just spend my whole day in my bed, honestly just watching the classes from my bed, I don't have my notebook with me, I take some notes on Apple notes, kind of, it's not necessarily good. It's not the same for me and when I get to the exam time and I'm just not as prepared.</p> <p>Interviewer: So you feel less active?</p> <p>Interviewee: less active less focused on it as well. Like, it even happens during some of the classes now like the online classes, I take my phone and I start scrolling and I don't usually do that. So the focus is really hard to keep</p> <p>Interviewer: What encourages you to become more focused during online classes?</p> <p>Interviewee: My encouragement to become more focussed in class I think depends on the quality of the teachers, basically, if I see for example Miss Paoletti its just such a nice teacher that is so empathetic, and that really like listens to the students and is really, really there for the students. Then I just I drop my phone and I listened to her. Many thing she says is valuable and you see that she's really trying to do good. And so that makes me want to listen to her.</p> <p>Interviewer: Thus what keeps you from being focused, is also the quality of the teachers, or is there something else?</p> <p>Interviewee: There's the quality of the teachers, and there's just like my motivation to stay focused as well which depends on For example, if I have a lot of deadlines that I'm just like “yeah I don't have time for this.” “I'm just going to do something else”. if I'm bored. I'm just going to take my phone, so, it depends on a lot of different kind of settings and variables.</p> <p>Interviewer: But at the end, the teacher makes you motivated or not or is it the way how somebody teaches?</p> <p>Interviewee: Yeah, I think for me, because I am not very motivated by hotel school in general. So for me, it really it's really important how the teachers communicate.</p> <p>Interviewer: What makes you feel included while following classes online?</p> <p>Interviewee: That's a very hard one. it really depends on my motivation as well, which kind of depends on the teachers quality as we said before, but yeah i think that the more motivated I am the more I will take notes, the more I will be focused, the more I will do for the teachers, for example, and their way of talking, the more I will participate, the more I will get returns from them and it's kind of a vicious cycle, but a, the other way around. Yeah, And so I think that's kind of it, and then it's when there's all these new rules about Corona and all of that. It's about seeing that the school is responding in a coherent way to it so I couldn't believe that the first time we had to wear masks Yes, like around Christmas time I think or the beginning of December or something. I was just like “what is this?” but then that's also linked to the government so it's hard to judge about it, but yeah.</p> <p>Interviewer:</p>
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<p>Bonding for people with a block delay online is very hard.</p>	<p>So, at the end, to conclude what makes you feeling included is again the teachers quality of classes and how they respond and show empathy to you as a student increases motivation?.</p> <p>Interviewee: Yeah, definitely. And also, empathy, also regarding this change from offline to virtual yeah so I know that it's hard for them and it's also hard for us, and it's, it's not hard for us because we just want to go out and party and stuff like that it's hard for us to have the same focus when everything is on a laptop. Because myself, I was always used to having things on paper and all that everything is online, I started going back on Tumblr. I hadn't I hadn't touched that in like 10 years. Just because sparks more interest instead of focusing on classes..</p> <p>Interviewer: What makes you feel excluded during the online classes?</p> <p>Interviewee: You know that I have a couple of block delays. So now I have so many that I'm not with my stream anymore. And due my block delay when I get assigned to a group, where I don't know any of them, and they all know each other. It's super hard for me to include myself because I've never met them they already. But this is both in offline and online world. They already know each other so they're bonded. And then I can actually like, show them my motivation and stuff like that, like because they kind of have prejudgment which I don't blame them for because I get it if they all know each other and they just don't know me, I'm clearly the outsider, that's that's just the way it's gonna be Yeah, but also due my block delay I've had, like, really bad experiences with groups, because of that. It's both in the offline and online world.</p> <p>Interviewer: You feel that you can't really integrate because you miss a social interaction offline?</p> <p>Interviewee: Yeah. Okay, in a way. And also, like, because I've had, like, a few medical problems again this year but they were not too bad but there was one point where I told my team and "guys like I'm so sorry like this is not going on to you for me, I need to take like a few days off to focus on this". And they were unable to understand that. Okay, they were really like, n"o, you're gonna do your task" and I was like, "No, I am not" and it was that for like 10 minutes we had like a straight up an argument about it, and it was really intense and I blame that kind of conversation and how it escalated in the wrong way, due to the virtual environments okay because we're into it face to face because we didn't meet each other couldn't like conveniently and all of that.</p> <p>Interviewer: So do your block delays you can't really include yourself in a group because you didn't have that bond before. What methods would inspire you to be active in online class?</p> <p>Interviewee: Okay. I really like in MCH, Miss Dekker her way, she's like, "go and watch that video here's the link, answer to these questions, and then come back" and than for sure you do it. And then you get the link, I take some really good notes and we analyze it. And I actually participate during those moments. And then she is very open to the answers like I'm sure that I don't get the right answer every time but she does tell me I do. So she's like yes that's like very good. She's really like being the mediator the facilitator.</p> <p>Interviewer: She is making you active because you first do the thing yourself you get the information you read and write it down and then she's discussing with you what actually is going on so it makes you active, And is there also a method or tool, which you think could increase your sense of belonging, online in the virtual environments?</p> <p>Interviewee:</p>
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<p>Giving an assignment in class, make it for a certain amount of minutes come back and discuss.</p> <p>Approachable teacher → there are no mistakes</p> <p>Being a mediator rather than a facilitator</p>	<p>I think, especially for phase 3 in which the focus is just really on group projects. It's, it's about having a better way of meeting each other, because for example my MCH group, we never put the cameras on. In my MCH team we have these meetings that last like eight hours. At one point, like, I just completely disconnect, you know you don't have the camera on, so you're just zooming out really quickly! I've had that a bit but that is not for classes, though.</p> <p>Interviewer: No, but that's, that's also how you feel a sense of belonging in your team. So would you like some more support/coaching by teachers per team?</p> <p>Interviewee: I think so, actually that's a very good one. It was also with the group that I had after RM, where it went wrong. The coach was not doing it very well. And in this group I have a good coach but it's still not really completely vibing.</p> <p>Interviewer: How many times do you meet your coach?</p> <p>Interviewee: like once a week or once every two weeks.</p> <p>Interviewer: And would you like to see that more?</p> <p>Interviewee: I don't know... as an example as SDV, for example, the first day of SDV we had that Monopoly game, and that was amazing, actually, like, because okay yeah it was raining and we had to walk through the whole city like to the to the sure but as a first activity that we really got to bond. And that was actually my best Group experience for the whole hotel school.</p> <p>Interviewer: But that was offline.</p> <p>Interviewee: That was offline. Well, the Monopoly game was offline. Yeah, but the rest was online. Okay, okay, mostly it was online.</p> <p>Interviewer: Well, I think, for you it's important to have that offline experience to bond with a team?</p> <p>Interviewee: I think so, yeah, that's really one of the points that keeps on coming up with my answers. Yeah.</p> <p>Interviewer: Is there something else you would like to add?</p> <p>Interviewee: Well I think just one thing that I want to emphasize is like the mental kind of effects that this situation can have on students and me for example, like in terms of anxiety, feeling alone, you have all of the duties really rely on you and of course it's our studies and it's our program. But sometimes we lack support, and the effects that it has at least to me, are bad, I get an increased feeling of anxiety and feel more alone..."</p> <p>Interviewer: The key takeaway for you is that you would like more support by your tutor or by a coach?</p> <p>Interviewee:</p>
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<p>Students feel they lack personal support</p>	<p>Yeah.</p> <p>Interviewee: Oh, one last thing to add; something what really helped me during the thing from a teacher, she would send emails my coach, or my tutor, she would send emails like at the very beginning during the first lockdown like every two weeks, kind of like, “Hi guys, I hope you're doing okay. Just, just bear in mind that I'm always there to if you want to talk, we can always have a virtual meeting or something”. And that honestly that warms my heart. And honestly like she's been doing it quite some times and every time I'm like, Oh, I opened the email and I'm like, tell me everything and then it's amazing</p> <p>Interviewer: Even though, you know that they're available a confirmation/reminder really warms your heart and gives a sense of belonging?</p> <p>Interviewee: Exactly. Also that for once the focus would not was not like school results school results but it was like it was just a human to human conversation where it was so huge, like, important.</p> <p>Interviewer: Thank you for this valuable input!</p>
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Group	Student
Phase	3 _ Following Classes
Gender	Female
Campus	Amsterdam
Nationality	French
Duration	25 minutes
Date	15/01/21
Time	13:00 PM

<p>Students don't like forced social interactions</p>	<p>Interviewer: If I say... "sense of belonging" what comes to your mind?</p> <p>Interviewee: I would say more the social aspects of sense of belonging like: belonging to a group, belonging to school, belonging to class and not only a group like a social group also but also team schoolwork groups. So, belonging a group, feeling this sense of belonging that we have in school.</p> <p>Interviewer: So, something bigger than yourself?</p> <p>Interviewee: Yes</p> <p>Interviewer: And how would you describe your sense of belonging at Hotelschool The Hague?</p> <p>Interviewee: My sense of belonging, I would say goes more to work projects so how are we doing with our classes with courses. For example in SDV we had like a very long projects together and then a sense of belonging was between each other if we're like checking on each other and continuing our projects. I can also see the sense of belonging with my social interactions with my friends. However, I don't like to be put like in a group, I can't often be friends with them because I have to be, yeah. So, sense of belonging, socially is more is really different for me, because if I want to see someone I would go because I like this person and not because I feel that I have to.</p> <p>Interviewer: Okay, so the sense of belonging at Hotelschool is created by the groups but at the end you choose your friends where you want to belong yourself. And what makes you feel people care about you at Hotelschool The Hague?</p> <p>Interviewee: People taking care of me on a social level we're all friends; So if they're like checking on me. If I see them if we're talking a lot, if we know about each other's achievements and how we're going, it's all nice! And on the working environment. I would say if we're trying to innovate ourselves out in BMI, for example, we decided to do extra like extra activities together. So we went to the gym all together and we're not from the same group of friends However, we wanted to do something together to just feel the sense of belonging, and it really impacted our working. Our work and faith I would say, because you saw each other off campus that you felt that they cared more about you because they knew you better as a person. We're not only seeing each other but then also chatting about how our how we're doing in our life in general.</p> <p>Interviewer:</p>
<p>To bond with the team they went to the gym together (outside of school)</p>	<p>Interviewer:</p>

It was a lot of learning so it was nice. And I think it started to decrease when we started to be less interested by the classes, or the classes were too early or too late. That there was no interaction or no personal touch in it. That was before summer and after summer we'd like the mix of online and offline. It was very nice to have the choice also to stay at home if you didn't feel comfortable to go on campus. But I will say, after summer the school really improved on giving classes and lectures online, and since after summer I really enjoy it. We can do everything that we want at the same time. Sometimes we can feel sort of less involved. But we have to do it by ourselves anyway.

Interviewer:

Okay so overall the, the change was fine as in you felt that you didn't have very big difficulties with it. How did you actually experience the difference between virtual classes and offline classes?

Interviewee:

I like both, but I would say that the virtual classes give us more freedom and they really show, who's involved in school and who really wants to go for it and who can find information and who is interested by the classes. So I would say it kind of actually makes us all equal in a way of our own responsibility to work for ourselves.

Interviewer:

And what makes you feel included while following classes online?

Interviewee:

First of all, I loved buying the HTH mask. But more about virtual classes; I feel included that we still have some classes online, that we can schedule some meetings with the teacher. I mean in 2/3 days it's scheduled online. We have access to a lot of information. I think more than before or actually we're discovering that we more access to information. So, I feel included in it because the teachers are really flexible with us, and we can have access to way more information.

Interviewer:

The access to more information makes you feel more included?

Interviewee:

Yes.

Interviewer:

And what makes you feel excluded while following classes online?

Interviewee:

I don't really feel I'm excluded from the team-meetings/work projects, as I do think it's easier to meet on online and everyone feels included like this. But maybe socially I would say that not having to like meet people on campus, and have those chit chats about whatever in front la mangerie or taking a coffee in Les Saveurs those kind of things could make me feel excluded. I actually miss it but I'm fine for now because if I want to see people I just text the person that I want to see.

Interviewer:

And I heard before that you are living together with people from hotelschool, do you think that, due the fact you're living with 3 other HTH students makes you not having the feeling of exclusion since you're always surrounded by HTH people? Definitely

Interviewee:

Definitely, definitely, I think living abroad, out of Amsterdam or living without hotelschool people would definitely make me feel excluded. Okay.

Interviewer:

Group	Lecturer
Role	Finance lecturer
Gender	Female
Campus	Amsterdam
Nationality	Italian
Duration	30 minutes
Date	21/01/21
Time	10:30 AM

Interviewer:

If I say... "sense of belonging" what comes to your mind?

Interviewee:

Sense of belonging is belonging to a community. Not only that you belong to your class, thus to the group you're taking classes with, but that you belong to the community. That you've got experiences ups and downs, to share and daily experiences, all these things but also that you want to share things related to work and school. Basically, everything what goes on, into your life.

Interviewer:

And do you feel that you have a sense of belonging at HTH?

Interviewee:

I do. I feel connected to my colleagues to my students, although I would like to participate more into activities. Sometimes it's so important to find the right balance between work and private life. So at the end of the day I think I still have a family to take care of. But now I feel connected to my colleagues for work on a personal base. And the same with students.

Interviewer:

What are you doing to build a connection with your students?

Interviewee:

Well, first of all, I tried to use class time as a moment **also to ask personal questions: "How are things going?" as specifically we know now it's a difficult time to have a personal context.** Sometimes, if there is something that I think I would like to understand more of a specific situation I call them up as you cannot meet somebody at the coffee machine. **But I also try to make them work in groups, so that they can connect to each other still have some contacts, although I know there are other courses of school where students already work a lot in groups.**

Interviewer:

But when you feel the connection with the students is a bit low you reach out to them and contact them?

Interviewee:

And if I have a specific reason to do so.

Interviewer:

Regarding the connection, where do you think you could improve?

Interviewee:

<p>Students seek personal touch, but it is hard to check up personally with students in a class of 25 people or more.</p>	<p>Still spend more time to talk about personnel issues in class or at least to address everybody, "how are you doing?", I do it but sometimes I think maybe now that we're still all remote it's good to invest more on that.</p> <p>Interviewer: How big are your classes?</p> <p>Interviewee: Around 25 people, and sometimes with BMI and APC we work in teams.</p> <p>Interviewer: And in the class of 25 people, how do you check up on everybody?</p> <p>Interviewee: Yeah checking up personally on 25 people, is a challenge. You know I always try to use more the didactic tools in class. Enter your answer in the chat or by check up on you. That's more didactic tool but it's also a way to see are the students engaged, are they not? If not than I try to follow up, I know behind the screen is difficult sometimes to stay concentrated.</p> <p>Interviewer: And how do you try to support your students within the virtual environment?</p> <p>Interviewee: It's always a challenge but I try to keep my classes, not too long. Something that I want to do more and try to see by containing the class time a little bit, so that you have time to work independently, but still, I want to make sure that is a feedback moment. So it's, again more kind of didactic tool but I would also say a moment to stay connected or related to the content.</p> <p>Interviewer: So what you sometimes do is you give a class of content the first. Yeah, maybe 20 minutes, then you make them do their own work and then you're still available for them in the chat, if they have questions?</p> <p>Interviewee" Correct and I still want to anyway have a moment all together to check the assignment. Is it what they did during class. Yeah, with themselves or outside class, because otherwise I have the feeling. It's easy to the tendency to say, Okay, I have to do an assignment so class is over I don't do anything. No, it means, even if class time is finished, we don't have content the teacher is not explaining you still have to progress on your own, and catch up.</p> <p>Interviewer: Where do you think you could improve with the support?</p> <p>Interviewee: To do this more or provide students with more tools to work independently.</p> <p>Interviewer: Okay, and by tools you mean exams or exercises?</p> <p>Interviewee: Yeah, exercises. Important is that we make sure we maintain the workload properly or adequate to still provide the students with more practicing tools or that you can check yourself. We don't have to underestimate these students if they are motivated and they understand the need, we cannot always be behind the screen. You can do it. Also, maybe to implement and find more time for discussion moments.</p> <p>Interviewer:</p>
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	<p>That's a good one.</p> <p>Interviewee: Exactly. We always tend to teach finance, but finance is, of course, related to the context so it's good to have a moment where students can have a discussion on the topic, therefore implement more discussion moments. Something that they want to do more.</p> <p>Interviewer: Okay thus, implementing more discussion moments</p> <p>Interviewee: Exactly, inside or outside the class but still good students can do it.</p> <p>Interviewer: What are you doing to motivate your students to be engaged during your online classes?</p> <p>Interviewee: Good question. Something that is always a sensitive topic and there is room for improvement. I always try to invite students to give an answer, and to enter their answers via the chat or discussion questions. That's the way to stay connected. Uhm yeah it's always the question how do you make sure you reach everybody in this room.</p> <p>Interviewer: Personally, from my experience in your classes offline I remember that I wasn't allowed in class, if I didn't make my homework. And I'm wondering how do you control that now?</p> <p>Interviewee: I still ask students to enter their homework or at least the a couple of sentences of their assignment in the chat. I wonder if it is the best way because you don't know, who made the homework. But it's at least the way to say, you need to show commitment.</p> <p>Interviewer: Thus you also keep your students engaged by making them submitting their answers into chats, to feel the responsibility that they have to show something?</p> <p>Interviewee: Yes, exactly and also a few times I ask students to lead the checking of the homework. So at least, then somehow this group has to prepare put more effort in doing it.</p> <p>Interviewer: You give them the lead, thus more autonomy to make sure everybody keeps focused and engaged as the may be the one who presents their answers to the group.</p> <p>Interviewee: Yes, exactly. good tools or not, I need to try out a few times more than that.</p> <p>Interviewer: And what do you think, keep students from being engaged during your online classes?</p> <p>Interviewee: Sometimes, you know, finance can be boring, then you lose concentration. Sometimes I hear "Oh Ms. I definitely wanted to follow class but connection was bad". And that is also a call for me as a finance lecturer to make classes more engaging by quizzes, spinning wheel, whatever. It is kind of hard it's different. Let's take a look.</p> <p>Interviewer: And how is your setup of the class now?</p>
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<p>Students feel a lack of variation which ultimately leads to disengagement again</p>	<p>Interviewee: What I like to do is to start with a short knowledge quiz. Where do we stand? Explain what is still not clear and do some work, kind of identify a space for some extra assignments and articles stuff like that. That's the way I like it between class and watching what I did this block. I try to have them each class. Either one team, explaining the theory or taking the lead taking in explaining the homework. But then it doesn't leave that room for my quizzes but let's try it out. And find the right combination of these things.</p> <p>Interviewer: Did you got feedback from students how they experienced it?</p> <p>Interviewee: Yes. Sometimes it's also always the same didactic tools, no variation which I understand and that's something I need to change. Maybe to find more variation in that. Now, I still think is a good thing.</p> <p>Interviewer: I also think it's a good thing that that students present, but indeed maybe if it happens every time students, again get disengaged so the variation is always really important.</p> <p>Interviewee: Exactly but then if I don't do it every time then it's not fair because one thing I still do it. But I need to find the right balance.</p> <p>Interviewer: And how do you ensure all students feel included during your online class.</p> <p>Interviewee: It's a good question, you know, because this is a weird block because I started in class. And then we had to move to online. And the in-class experience is perceived as more positive. it was more engaging as they try to ask questions, as I also always say there is no stupid question, because it's the case. If I hear that. So when the case is that always the same people are answering questions I try to say "no, this time not you" and ask, ask the question to somebody that I haven't heard. To keep everybody involved and you know that some people do not participate sometimes because they're shy so they don't like to be addressed.</p> <p>Interviewer: You keep everybody included by addressing people who are shy to speak upfront. And what are the reason you think students might be excluded?</p> <p>Interviewee: Maybe shyness or not ready to give answer. Some people say I started but I'm not ready yet. Sometimes I think it's good to try them. Sometimes students are distracted from the screens.</p> <p>Interviewer: And what methods or tools do you already use to create a sense of belonging, during the online courses?</p> <p>Interviewee: Saying that we all have to get there that it is important for your progression. And if you prepare now if you study now then it's efficient. You also have still time for your group, class and group assignments. These things and then that. Also, it's always good to work together so that you can learn from each other. Yeah, things that I try to keep alive also online.</p> <p>Interviewer: So really the group work is the way you think creates a sense of belonging?</p>
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Interviewee:

It's not that I often do group works. Or at least, to be honest students are free to work in groups in my class, but I normally ask, because I know there is are also other classes with group work. So students sometimes also think I feel I need to work on my own. But my experience is students who want to work together, they do it anyway. But I always stress the fact, if you don't understand something. I'm happy to explain but also try to work with peer.

Interviewer:

What tools can be implemented to enhance the sense of belonging in a virtual world?

Interviewee:

Keep on doing all the initiatives we normally do live to do them online.

Interviewer:

And what initiatives are you referring to?

Interviewee:

Yeah, whatever. Unfortunately, there was a meeting, now it has to be online, there was a seminar, now it has to be online, a drink or get together now it has to be online. I also prefer the face to face version. It's nice also to see your colleagues and for a get together also online.

Interviewer:

Do you think there would be another way how to keep this social interaction online or another tool in your in your class?

Interviewee:

No, maybe it will be nice sometimes I to know you can still work together in small groups. While also doing our best to keep distance and to stay safe. It would be nice to see. We can do it in smaller scale every once in a while.

Interviewer:

So for you,, you think it's better to implement more small groups?

Interviewee:

Or anyway, a way to see each other sometimes really physical presence. Still keeping up with safety rules. And that's I think would be smaller groups. But with the logistics is not easy. So to have group in class, and they are the following or like, if it's doable, or what anyway to see each other physical presence but still, respecting the rules.

Interviewer:

I want to thank you very much, do you have anything else to add to my interview.

Interviewee:

No Is there anything that we can use comes up of your survey, please let me know.

Interviewer:

Thank you!

Color-coding categories

Category	Description	Color codes
Types of belonging		
Description Sense of Belonging		Description
Individual belonging	Students sense of ease with oneself and one's surroundings. <i>e.g., "sense of purpose, feeling safe, comfortable"</i>	Satisfied Unsatisfied
Social belonging	Students sense of having positive relationships with others. <i>e.g., "friends, community, socializing, being involved"</i>	Satisfied Unsatisfied
Classroom belonging	Students feel they are being valued accepted, included and encouraged by others in the classroom setting.	Satisfied Unsatisfied
Course belonging	Students sense of connection with the content offered.	Satisfied Unsatisfied
Geographical belonging	Students sense of connectedness to the environment.	Satisfied Unsatisfied

Category:	Color codes
Themes influencing belonging at school	
Teacher-student interaction in virtual world	Satisfied Unsatisfied
Social interaction in virtual world	Satisfied Unsatisfied
Class interaction in virtual world	Satisfied Unsatisfied
Personal active participation in class	Satisfied Unsatisfied
Academic motivation	Satisfied Unsatisfied
Virtual environment	Satisfied Unsatisfied
On-campus environment	Satisfied Unsatisfied
Interventions increasing sense of belonging in virtual world	Tools used by lecturers Ideas

Appendix 3 – Literature on peer assisted learning

Peer Assisted Learning (PAL) is a method in which students educate and support one and other in a collaborative or community learning environment (Chan. 2016). Moreover, PAL can be carried out one-to-one or in small groups, the support is generally provided by students from the same stream or older students who are matched with younger students (ibid). There are various ways how PAL practices can be established, which therefore, come along with several different names and small variances in intentions. Generally, two forms are distinguished: peer tutoring and peer mentoring. Peer tutoring emphasizes on the acquirement of (course)knowledge (e.g. tutoring in Spanish language) and the peer mentoring rather emphasizes on the attainment of (study)skills (e.g. planning skills, dealing with performance anxiety) (Moens et al., 2020). During PAL sessions, the general goal for students is to strengthen course material knowledge, improve self-confidence, personal skills and eventually attain better outcomes (SOURCE, X). Furthermore, PAL sessions enable students to freely ask questions, review topics and work cooperatively in a safe and private environment which eventually gives students a deeper understanding on the course material (Stone and Jacobs, 2008). Research has indicated that PAL sessions have a positive correlation with performance evaluation and have resulted in a decrease of stress and increase of course satisfaction amongst students (Chan et al. 2016). Moreover, the benefits of PAL did not seem to be limited to solely the participants as studies confirmed benefits of PAL leaders, specifically skills improvements and reinforcements of positive attitudes to potential social responsibilities (ibid). Also, PAL leaders enhance their own sense of belonging and integration within university through the interaction with other student groups (ibid). Regarding the university, as the sessions result in more engaged students eventually it may lead to more feedback and higher satisfaction and retention rates (Narula, 2017). The effects of PAL on engagement, well-being and academic success can be understood from the Self-Determination Theory (SDT) and Self-Regulatory Learning model(SRL) (Moens et al., 2020). The SDT helps to understand the concept of (study)motivation, for instance peers help each other, therefore, the psychological need of relatedness will increase (ibid). Besides, the participants and leaders are supported in the need to feel (and become) competent (ibid). And since peers regulate the substance for the support themselves, the need for autonomy is also met (ibid). There is a high probability that the intrinsic motivation will increase when this fundamental need is covered (ibid). Furthermore, SRL model likewise showcases how the positive effects of PAL can be understood. When using the model, students take control over their learning process at a behavioural, affective and metacognitive level (Zimmerman, 2002). This process takes place in a cyclical procedure of planning and setting goals, active commitment, performance and reflection. SRL is a social process which most of the time arises in relation with others. Typically, peers get used for reflection, nevertheless, this theory assumes that implementing the use of peers earlier, thus from the planning and setting goals phase, can be of great added value (ibid).

Appendix 4 – Proof of guidebook dissemination



Tibb, H.S. Mr.

Mon 16/08/2021 10:07

To: Ingeborg Netjes



Dear Ingeborg,

I would like to confirm receipt of your disseminated findings – please use the following email (and feedback) as evidence for your dissemination in the appendix of your LYCar Company Project Report.

Ingeborg contacted Mr. H.S. Tibb on LinkedIn to provide insights about her findings on creating engaging classrooms in an online environment. Ingeborg, knowing that LYCar was moving towards digital pedagogy, found it appropriate to contact Mr. Tibb from LYCar Office as a beneficiary of her research – this, was indeed true. The student has demonstrated strong research skills and has provided LYCar Office with a solid report that provides key insights into how LYCar faculty members can create engaging online sessions for their students. The dissemination was provided in an appropriate format that is easy to infer and is visually appealing – as such, the manner (form) of dissemination is suited to the needs of the target audience.

Upon viewing Ingeborg's sources, it is evident that the student has made use of relevant literature which in-return strengthens her "findings" and make them more "robust" for use within LYCar. As such, LYCar Office is extremely pleased to be provided with this document.

Furthermore, upon agreeing with Ingeborg, this guidebook is also going to be shared with LYCar faculty members as it a great tool for them to have!

LYCar Office would like to thank Ingeborg for disseminating her findings to us and we, for sure, will be using this for the next academic year.

Kind regards,

Mr. H. (Harmeet) Tibb

LYCar Officer (Core Team) & Junior Lecturer



Appendix 5 – Blogposts

Links to the blogposts on LinkedIn:

Blogpost #1:

https://www.linkedin.com/feed/update/urn:li:ugcPost:6810512618705481728?updateEntityUrn=urn%3Ali%3Afs_feedUpdate%3A%28*%2Curn%3Ali%3AugcPost%3A6810512618705481728%29

Blogposts #2:

https://www.linkedin.com/feed/update/urn:li:ugcPost:6831521296145297408?updateEntityUrn=urn%3Ali%3Afs_feedUpdate%3A%28*%2Curn%3Ali%3AugcPost%3A6831521296145297408%29

Blogpost #1 – Eight ways how to enhance a personal approach in the virtual environment

The things you really need to do when you would like to create an inclusive environment in your virtual classroom, blog #1.

In March 2020, the pandemic caused all education institutes in the Netherlands to close their campuses so that students could follow social distance regulations (1). The pandemic is still present, and as things remain to change, the one certainty amongst all uncertainties is that it will not be a return to normal, but rather be a new normal (2). Despite this, there are no pre-defined consequences on how the potential on and offline learning environment will appear in the future.

Universities in the Netherlands could offer their courses online, though, they also experienced that motivation, engagement and, study results negatively affected students on a long-term basis, when solely sticking to online education (3). But how is the virtual environment actually influencing the student's university experience?

Students mentioned they did not experience classes online the same as how they would experience them on-campus. For instance, students miss the coffee machine talks and face-to-face meetings (3). It has been studied that the mental well-being of students significantly relies on experiences, positive relationships as well as academic success, and a strong sense of belongingness. Eventually, a sense of belonging at school is a significant factor for a persons' overall university experience (4). With classroom hours often being the single moment of interaction between peers and lecturers an inadequacy of connectedness within a classroom can cut back a student's sense of belonging (5).

Developing a sense of belonging is already a challenge on-campus but how is this done virtually? Even though the majority of universities made the complete shift to online classes, among other things, lecturers remain to struggle to support their students online (6). The true challenge is how lecturers should approach to sustain rigor and provide meaningful classes while at the same time encourage students to engage in important, co-operating informative activities within the limits of a global pandemic? (2). To support you in this challenge, we'll be exploring this topic in-depth in the next few weeks. Several tips and strategies will be featured which can be used when designing your inclusive classroom or meeting set-up.

We will start with the importance of a personal approach. One of the key constraints in the virtual environment is the loss of interpersonal interaction amongst lecturers and students (8). It has been stated that there is a need for human interaction, people want to feel emotions, and this cannot be provided through a hundred percent online learning environment (7). Nevertheless, the development of 'human' cyber interaction contributes to a closer community of students and lecturers, even though it is difficult to convey the full interaction virtually, it is the digital platforms such as teams and zoom which can provide the human interactions wherever possible

(8). For instance, face-to-face interaction does not essentially need to contain teaching, but can also involve personal support from lecturers through video calling. In the end, the human connection may support students in feeling more inclined to talk about difficulties in class or their learning journey (7).

However, there is not always time to give one-o-one support to every student with that in mind, here are some tips that can help create a more personal approach during your virtual class or meeting:

1. Get to know your students and their names

The first thing to create a more personal approach is to get to know your student and their names. It has been studied that when you use personal names while asking questions; students quicker engage. A sense of interaction and connection amongst your students and you can be created by an introduction session. Try to set up this session in a way that you can stimulate discussions related to the educational and personal goals of students, mutual interests, and other extra characteristics. For instance, you can open the session by presenting a short biography of yourself. This can include your academic background, interests, hobbies, your goals, and your favorite or most recent photo. Since you are the leading example, students will use your introduction set up as an example when sharing information about themselves.

2. Focus on Relationships

With classroom hours often being the single moment of interaction between peers and lecturers an inadequacy of connectedness within a classroom can cut back a student's sense of belonging. Therefore, the classroom relationship is a very vital part of student learning. Even though it is harder to create a relationship in an online classroom, it is still significant to develop this. As a lecturer, make an attempt to present yourself to students in a manner where you feel at ease while retaining your own boundaries. For instance, consider sharing a story with your class about an activity you've been doing outside school, show them your pets, etc. Moreover, you could also tell your class more about what you find stressful about the current conditions and some ways how you deal with them. Showing a glimpse of your personal life will help in establishing and retaining a relationship with your students.

3. Check in on your students

Lecturers can create a sense of belonging by scheduling regular check-in sessions with their students. It can work really well when doing this in a group session, especially in a manner where you can see all students. Take the initiative to ask students how they are doing, ensure to keep an eye on all students, and show and know that you have an eye and an ear for everyone, including those who are absent. It is important to acknowledge students' feelings, even negative ones. Therefore, being patient and open to listen is important. When students feel heard, they are more likely to focus on what is being taught and are more open to learning. For example, exchanging news about family or discussing the latest news can easily fulfill this function. It is important to maintain a light atmosphere during conversations and to create a safe environment in which students can express themselves freely.

4. Foster a sense of community

At the beginning of a class develop tolerable classroom expectations which increase a sense of community and focus on matters such as respect and engagement. During the virtual classes, you can appoint tasks to students to help them maintaining engaged e.g., presenting results, timekeeping, regulating chatbox. However, do not forget to highlight the importance of hearing all voices to students.

5. Greet students at the door

Making people feel at ease in a new setting starts from the moment they enter the place. Just like the offline environment, students feel more comfortable and seen when addressed as they enter. Furthermore, you could also log in earlier and stay longer to give students the possibility to connect with you socially or to make time for them to ask questions.

6. Be present and communicate timely.

In the end, both in the online and offline environment, lecturers set the tone of the class. Therefore, belonging starts with you! A sense of belonging develops when lectures likewise contribute to the discussions and other activities in the course. Furthermore, when lecturers respond timely to emails or submissions students feel more involved as well as their work being valued. Furthermore, when replying to all students, try not to copy the same answer on and on. Making communication personalized helps in increasing the self-worth of a student.

7. Personal feedback

Another way to contribute to a sense of belonging is when lecturers suggest high standards while also convincing students of their capability to reach those standards. For instance, by offering constructive feedback, in order to develop their confidence and help them be successful. In many courses, students have to work in project teams. In addition to providing group feedback, it is recommended to also offer personalized feedback on the individuals' input to the project, as this will help students to monitor their own progress.

8. Reward students for their participation and input.

Reward students for their participation and input. This can be done explicitly by saying 'good question' 'nice comment' but also by, for example, liking their messages or giving a 'heart' in the chat. Ensure to thank all students for their attention and effort at the end of the lesson and indicate when you will be in touch again.

This was the first blog on the series "Things you really need to do when you would like to create an inclusive environment in your virtual classroom". We talked about several ways on how to enhance personal approach in your virtual class or meeting. Which tips would you like to implement? Or which tips have you already implemented in your class or meeting? If you applied or are familiar with one of these tips, please let me know your experiences in the comments below. And if not? Don't hesitate to try them out in your class or meeting and share your experience with me in the comments or chat.

This blog is part of my final thesis "an investigation on the current feeling of sense of belonging amongst students in the virtual environment". The tips I'm sharing here are based on academic literature and the findings of my research. Therefore, I would like to evaluate these tips with you as an expert in the field or as a student, or employee who experiences the virtual environment on a regular basis. Your feedback is highly appreciated!

Blogpost #2 – Eight ways how to create more engagement in your virtual classroom

The things you really need to do when you would like to create an inclusive environment in your virtual classroom, blog #2

Currently, in the Netherlands, things are positively changing. However, the pandemic is still present, and as things remain to change, the one certainty amongst all uncertainties is that it will not be a return to normal, but rather be a new normal (1). Despite this, there are no pre-defined consequences on how the potential on and offline learning environment will appear in the future.

Sense of belonging

As revealed in the previous blog about how to enhance personal approach, students mentioned they did not experience classes online the same as how they would experience them on-campus (2). With classroom hours often being the single moment of interaction between peers and lecturers an inadequacy of connectedness within a classroom can cut back a student's sense of belonging (3). Present literature has revealed several benefits of having a sense of belonging in school. It is a critical factor for students' academic success and mental well-being; besides, it can also have a positive impact on school engagement, social relations as well as the universities' retention rates (3 and 4). In the end, a sense of belonging has an impact on one's motivation and behavior, Strayhorn defined a sense of belonging as follows:

"The student's perceived social support at the campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g., HTH community) or others at the university (e.g., colleagues or fellow students)" (5).

Developing a sense of belonging is already a challenge on-campus but how is this done virtually? Even though most universities did succeed to host all classes online, among other things, lecturers remain to struggle to support their students online (6). The true challenge is how lecturers should approach to sustain rigor and provide meaningful classes while at the same time encourage students to engage in important, co-operating informative activities?

To support you in this challenge, we are exploring this topic in several blogs in which tips and strategies are featured which can be used when designing your inclusive classroom or meeting set-up. In the previous blog, we talked about how a personal approach can create a more inclusive environment and thus, enhance the students' sense of belonging. Another crucial factor that influences this feeling is student engagement, therefore, in this blog, we will talk about 8 ways how to create more engagement in your virtual class.

Firstly, what is student engagement and why is it crucial for the online learning experience? There are many variations on how student engagement is defined, though, the term is mostly described as 'the students' willingness to participate in and be successful in their learning process.' (7) Student engagement is made up of emotional, behavioral, and cognitive engagement. Basically, engagement is what frames your most memorable life experiences. Now, think about a memory... Done? The memory is there in your mind as you were engaged at that moment. When students are learning there is no difference, and here one finds the challenges, particularly in the virtual learning environment. In the end, student engagement influences the overall student satisfaction, it increases student's motivation, reduces the sense of isolation, and improves performance in virtual courses (8). Therefore, low student engagement may result in poor performance or even higher dropout rates from the course or university. To support you in preventing this from happening, keep on reading the following strategies and tips:

1. Design a class purposely for online use

It is of importance that virtual classes are developed purposely for virtual use, rather than transmitting offline content to an online design. Inactive class design often turns out to be a disengaging experience for learners. Lecturers should therefore focus more on the interaction rather than sharing the content. During class give a brief update about the knowledge and use the classes for interactions and discussions. Students also feel more engaged when doing assignments and discussed together during class time.

2. Activate relevant knowledge by sending work upfront

If you choose to use the first tip, the brief update will clearly limit your information output; however, you could still send information prior to class to activate relevant knowledge. While doing this, ensure that the work is displayed in a clear structure and easily accessible. Furthermore, to keep your students engaged, it is significant to make the work upfront interactive. For example, send a quiz up front, look at the results of the students, determine in which topics students are struggling the most and adjust your class accordingly.

3. Set clear expectations and give autonomy to students

When individuals partake in any social setting, they implicitly work to define their role. For instance, when you enter a cinema, you unconsciously determine your role as an observer – “we are here to be amused”. Many students instantly take the observer role when entering the virtual classroom – “we are here to listen”. However, learning doesn’t have to be equal to inactive listening; engage your students as active learners the moment they enter the virtual classroom. It is important to set clear expectations but instead of solely asking your students to participate or send in menti-meter responses, create a chance for your students to accept meaningful responsibility. Studies demonstrate that a person who endures a heart attack in the underground is less prone to receive help, the more people there are on the train (9). Social psychologists relate to this happening as diffusion of responsibility. When everybody is responsible, no one feels responsible. Prevent this in your virtual class by giving students tasks so they can actively engage and there is no place to ‘rest’, for example, make a student timekeeper, chatbox regulator, let them present their results, etc.

4. Fixed break-time

The longer a student sits behind their screens, the harder it gets for them to keep their attention. According to research, student’s focus spans decline once teachings go beyond 30 minutes (10). Students mentioned that they tend to feel disengaged when the classes are too long. Also, a lecturer mentioned that if there is no break the interactivity reduces. Therefore, when hosting extended classes, have fixed break times! Even a short break can provide the student brains a rest and support them to reset their concentration and remain their work.

5. Small groups

Following, when names are used while asking questions students quicker engage. However, as mentioned before in larger groups students do not always feel responsible to answer. Students highlighted they feel more excluded in larger groups as they rather feel like a number than a person. Though, students feel more included when receiving classes in smaller groups. They mentioned it feels more comfortable and safer to speak up as well as easier to interact with each other. However, when you can only host your class in a large group, engage your students by assigning them to a group and use it for small assignments in break-out rooms. Students mentioned experiencing more engagement in smaller groups as well as when doing assignments and discussions together during class time. However, it also has been mentioned that students at times complain about ‘break-out room fatigue’. Therefore, alternate break-out rooms with plenary activities, break-out room sessions should also be meaningful.

6. Provide regular and meaningful feedback

Another type of engagement is supported engagement such as giving regular and meaningful feedback. With feedback, you not just emphasize the points of improvement, but you contribute to motivating students when you compliment them on the correct parts (11). Providing meaningful feedback improves students' virtual education experience (12). Besides, it also gives a sense of humanity from lecturers towards students (ibid). If the time is there, it is recommended to give the feedback in short one-on-one sessions.

7. Establish camera 'optional but encouraged' policy

During virtual classes it often appears that teachers are looking to various blank spaces on their screen, making them feel less connected with their class as well as disallowing them to 'read the room'. When cameras are turned off it makes teachers uncertain if students are even engaged at all. But will a 'camera-on-only' policy engage the students? The answer is 'no'. According to research, a 'camera-on-only' policy will not result in more active engagement or improved learning as the negatives tend to outweigh the potential advantages (13). However, using the 'cameras-on-only' rule is not entirely negative and provides chances to create a sense of belonging (14). Right from the start be proactive and incorporate an 'optional but highly encouraged camera-on' policy in your syllabus. Before the course starts, students may assume to not have to turn on their cameras, therefore, send a reminder email before classes during the first weeks about this new policy. You could also include that student should dress the same as they would for a physical classroom in the email. As well as, displaying how students can blur or use an appropriate virtual background to protect their privacy. Furthermore, let students know the reason why you encourage them to turn on their cameras. For example, looking at each other humanizes the virtual learning environment, it enables you to connect with one and other, and it creates a sense of community. Also, activities for example plenary discussions, breakout rooms conversations, or presentations are improved when seeing each other on the screen. Encouraging your students to join the class with a camera on is meaningful, however, they may not be conscious of the reason why. So, explain them! Students may be more comfortable turning on their cameras if they know their classmates better. Therefore, you may take a couple of minutes for a warm-up activity.

Would like some warming-up activity inspiration? Refer to this blog for some icebreaker ideas in your virtual class!

8. All tips together: Change your class set-up

Overall, the class set-up must be approached differently by for instance implementing small groups activities, brief content sharing, giving autonomy to students, fixed break-time, more discussions, and the camera's on encouraging policy.

Lastly, at times the engagement level of students also depends on how much workload students already have and how important they think the content given in class contributes to their needs. Even though you might not want to hear this as a lecturer from your favourite topic, everybody has different interests some content would spark students more than others. Resulting in students may have trouble with active participation in classes in which they don't have an interest in the content. However, this is not an excuse to try out all the tips and make your class as interactive as possible!

This was the second blog on the series "Things you really need to do when you would like to create an inclusive environment in your virtual classroom". We talked about several tips on how to enhance engagement in your virtual class or meeting. Which tips would you like to implement? Or which tips have you already implemented in your class or meeting? If you applied or are familiar with one of these tips, please let me know your experiences in the comments below. And if not? Don't hesitate to try them out in your class or meeting and share your experience with me in the comments or chat.

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GUIDEBOOK

on creating an inclusive
environment in your virtual
classroom



created by:
Ingeborg Netjes

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12 More information on the engagement tips

05 Tips on enhancing personal approach

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06 Tips to create more engagement

02

Why this guidebook?

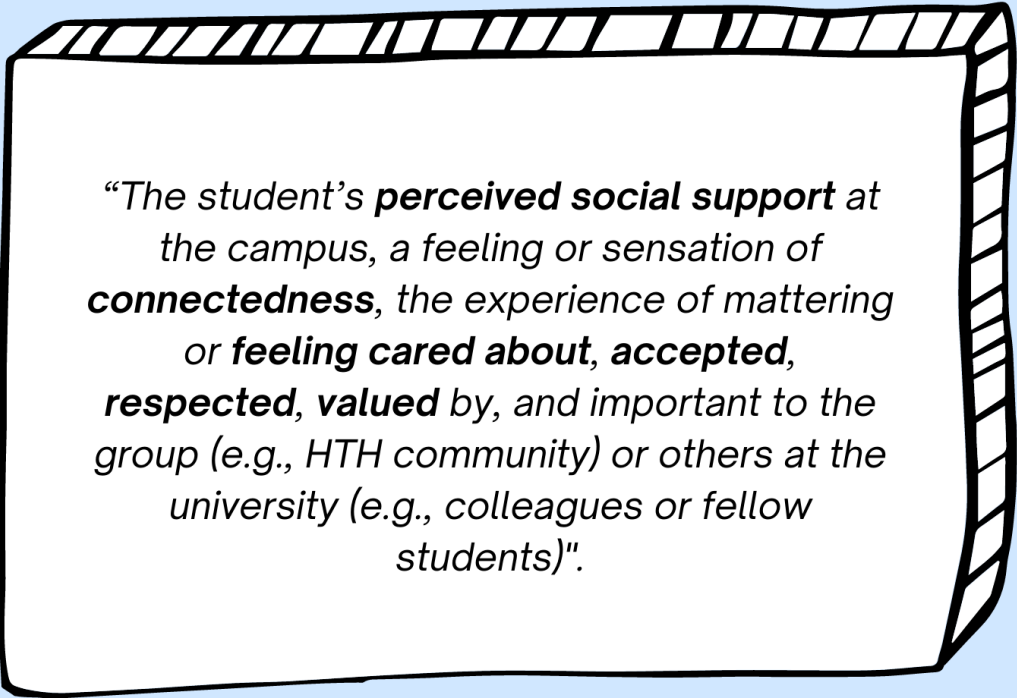
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Students mentioned they did **not experience classes online the same** as how they would experience them on-campus. With classroom hours often being the single moment of interaction between peers and lecturers **an inadequacy of connectedness within a classroom can cut back a student's sense of belonging**. However, a sense of belonging is a critical factor for **students' academic success** and **mental well-being**; besides, it can also have a positive impact on **school engagement, social relations** as well as **the universities' retention rates**. Developing a sense of belonging is already a challenge on-campus but how is this done virtually? Even though most universities did succeed to host all classes online, among other things, lecturers remain to struggle to support their students online. The true challenge is how lecturers should approach to sustain rigor and provide meaningful classes while at the same time encourage students to engage in important, co-operating informative activities?. To support you in this challenge, this guidebook features some tips and strategies which can be used when designing your inclusive virtual classroom.

”

03

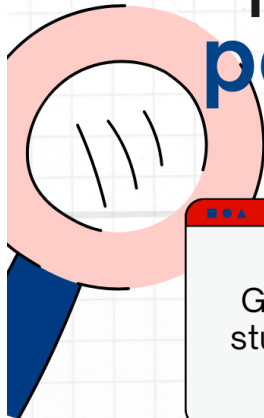
Sense of Belonging



*“The student’s **perceived social support** at the campus, a feeling or sensation of **connectedness**, the experience of mattering or **feeling cared about, accepted, respected, valued** by, and important to the group (e.g., HTH community) or others at the university (e.g., colleagues or fellow students)”.*

04

Tips on enhancing personal approach



1

Get to know your students and their names

2

Focus on the relationships with students

3

Foster a sense of community

4

Check-in on your students

5

Greet students at the (virtual) door

6

Be present and communicate timely

7

Provide personal feedback

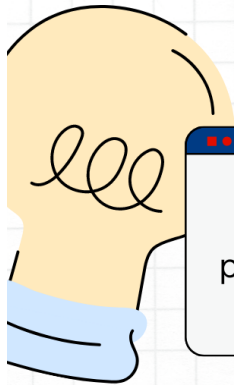
8

Reward students for their participation and input



05

Tips to create more **Engagement**



1
Design a class
purposely for online
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2
Activate relevant
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sending work upfront

3
Set clear
expectations and give
autonomy to students

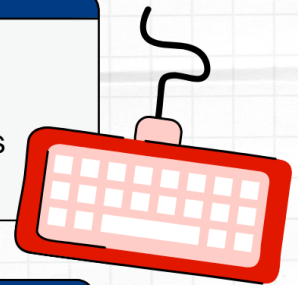
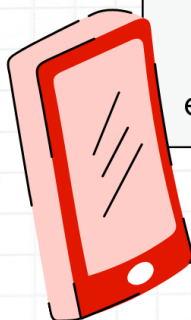
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All tips together:
Change your class
set-up



06



how to enhance **Personal Approach**



More information on the tips

07



01

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Focus on relationships

With classroom hours often being the single moment of interaction between peers and lecturers an inadequacy of connectedness within a classroom can cut back a student's sense of belonging. Therefore, the classroom relationship is a very vital part of student learning. Even though it is harder to create a relationship in an online classroom, it is still significant to develop this. As a lecturer, make an attempt to present yourself to students in a manner where you feel at ease while retaining your own boundaries. For instance, consider sharing a story with your class about an activity you've been doing outside school, show them your pets, etc. Moreover, you could also tell your class more about what you find stressful about the current conditions and some ways how you deal with them. Showing a glimpse of your personal life will help in establishing and retaining a relationship with your students.

08



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At the beginning of a class establish acceptable classroom norms and behaviours which increase a sense of community and focus on matters such as respect and engagement. During the virtual classes, you can appoint tasks to students to help them maintaining engaged e.g., presenting results, timekeeping, regulating chatbox. However, do not forget to highlight the importance of hearing all voices to students.

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Check-in on your students

Lecturers can create a sense of belonging by scheduling regular check-in sessions with their students. It can work really well when doing this in a group session, especially in a manner where you can see all students. Take the initiative to ask students how they are doing, ensure to keep an eye on all students, and show and know that you have an eye and an ear for everyone, including those who are absent. It is important to acknowledge students' feelings, even negative ones. Therefore, being patient and open to listen is important. When students feel heard, they are more likely to focus on what is being taught and are more open to learning. For example, exchanging news about family or discussing the latest news can easily fulfill this function. It is important to maintain a light atmosphere during conversations and to create a safe environment in which students can express themselves freely.

09



05

Greet students at the (virtual) door

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In the end, both in the online and offline environment, lecturers set the tone of the class. Therefore, belonging starts with you! A sense of belonging develops when lectures likewise contribute to the discussions and other activities in the course. Furthermore, when lecturers respond timely to emails or submissions students feel more involved as well as their work being valued. Furthermore, when replying to all students, try not to copy the same answer on and on. Making communication personalized helps in increasing the self-worth of a student.



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how to create more **Engagement**

More information on the tips





01

Design a class purposely for online use

It is of importance that virtual classes are developed purposely for virtual use, rather than transmitting offline content to an online design. Inactive class design often turns out to be a disengaging experience for learners. Lecturers should therefore focus more on the interaction rather than sharing the content. During class give a brief update about the knowledge and use the classes for interactions and discussions. Students also feel more engaged when doing assignments and discussed together during class time.

02

Activate relevant knowledge by sending work upfront

If you choose to use the first tip, the brief update will clearly limit your information output; however, you could still send information prior to class to activate relevant knowledge. While doing this, ensure that the work is displayed in a clear structure and easily accessible. Furthermore, to keep your students engaged, it is significant to make the work upfront interactive. For example, send a quiz up front, look at the results of the students, determine in which topics students are struggling the most and adjust your class accordingly.



03

Set clear expectations and give autonomy to students

When individuals partake in any social setting, they implicitly work to define their role. For instance, when you enter a cinema, you unconsciously determine your role as an observer – “we are here to be amused”. Many students instantly take the observer role when entering the virtual classroom – “we are here to listen”. However, learning doesn’t have to be equal to inactive listening; engage your students as active learners the moment they enter the virtual classroom. It is important to set clear expectations but instead of solely asking your students to participate or send in menti-meter responses, create a chance for your students to accept meaningful responsibility. Studies demonstrate that a person who endures a heart attack in the underground is less prone to receive help, the more people there are on the train (9). Social psychologists relate to this happening as diffusion of responsibility. When everybody is responsible, no one feels responsible. Prevent this in your virtual class by giving students tasks so they can actively engage and there is no place to ‘rest’, for example, make a student timekeeper, chatbox regulator, let them present their results, etc.

04

Work in small groups

When names are used while asking questions students quicker engage. However, as mentioned before in larger groups students do not always feel responsible to answer. Students highlighted they feel more excluded in larger groups as they rather feel like a number than a person. Though, students feel more included when receiving classes in smaller groups. They mentioned it feels more comfortable and safer to speak up as well as easier to interact with each other. However, when you can only host your class in a large group, engage your students by assigning them to a group and use it for small assignments in break-out rooms. Students mentioned experiencing more engagement in smaller groups as well as when doing assignments and discussions together during class time. However, it also has been mentioned that students at times complain about ‘break-out room fatigue’. Therefore, alternate break-out rooms with plenary activities, break-out room sessions should also be meaningful.



05

Fixed break-time

The longer a student sits behind their screens, the harder it gets for them to keep their attention. According to research, student's focus spans decline once teachings go beyond 30 minutes. Students mentioned that they tend to feel disengaged when the classes are too long. Also, a lecturer mentioned that if there is no break the interactivity reduces. Therefore, when hosting extended classes, have fixed break times! Even a short break can provide the student brains a rest and support them to reset their concentration and remain their work.

06

Provide regular and meaningful feedback

Another type of engagement is supported engagement such as giving regular and meaningful feedback. With feedback, you not just emphasize the points of improvement, but you contribute to motivating students when you compliment them on the correct parts. Providing meaningful feedback improves students' virtual education experience. Besides, it also gives a sense of humanity from lecturers towards students. If the time is there, it is recommended to give the feedback in short one-o-one sessions.



07

Establish camera 'optional but encouraged' policy

During virtual classes it often appears that teachers are looking to various blank spaces on their screen, making them feel less connected with their class as well as disallowing them to 'read the room'. When cameras are turned off it makes teachers uncertain if students are even engaged at all. But will a 'camera-on-only' policy engage the students? The answer is 'no'. According to research, a 'camera-on-only' policy will not result in more active engagement or improved learning as the negatives tend to outweigh the potential advantages. However, using the 'cameras-on-only' rule is not entirely negative and provides chances to create a sense of belonging. Right from the start be proactive and incorporate an 'optional but highly encouraged camera-on' policy in your syllabus. Before the course starts, students may assume to not have to turn on their cameras, therefore, send a reminder email before classes during the first weeks about this new policy. You could also include that students should dress the same as they would for a physical classroom in the email. As well as, displaying how students can blur or use an appropriate virtual background to protect their privacy. Furthermore, let students know the reason why you encourage them to turn on their cameras. For example, looking at each other humanizes the virtual learning environment, it enables you to connect with one and other, and it creates a sense of community. Also, activities for example plenary discussions, breakout rooms conversations, or presentations are improved when seeing each other on the screen. Encouraging your students to join the class with a camera on is meaningful, however, they may not be conscious of the reason why. So, explain them! Students may be more comfortable turning on their cameras if they know their classmates better. Therefore, you may take a couple of minutes for a warm-up activity.

Would like some warming-up activity inspiration? Refer to [this blog](#) for some icebreaker ideas in your virtual class!



08

All tips together: Change your class set-up

Overall, the class set-up must be approached differently by for instance implementing small groups activities, brief content sharing, giving autonomy to students, fixed break-time, more discussions, and the camera's on encouraging policy.

Keep this in mind!

Lastly, at times the engagement level of students also depends on how much workload students already have and how important they think the content given in class contributes to their needs. Even though you might not want to hear this as a lecturer from your favorite topic, everybody has different interests some content would spark students more than others. Resulting in students may have trouble with active participation in classes in which they don't have an interest in the content. However, this is not an excuse to try out all the tips and make your class as interactive as possible!



**This research was
conducted by
Ingeborg Netjes**

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Appendix 7 – Proof of evaluation

The collage consists of eight screenshots from a mobile messaging app, arranged in two rows of four. Each screenshot shows a conversation thread with a header, a profile picture, a name, a timestamp, and the message content. The messages are mostly positive feedback and appreciation for the online learning experience. The participants include Karijn van Koppen, Edgar Keehnen, Mark Holst, Ingeborg Netjes (author), Annemiek de Korte, Che' Govender, Conny Valk, and Thirza van Veen. The messages are dated from August 17 to August 18. The app interface includes a status bar at the top with signal strength, battery, and time. Each screenshot also shows a 'Write a message...' input field at the bottom.

Screenshot 1 (Top Left): Conversation with Karijn van Koppen. Message: "Dear Ingeborg, I just read your blog! Well done lady, so nice to read how you indulged yourself in the academic articles that are already published since the start of the pandemic. Nice! I underline your tips, think these are the most essential ones with do create different classes for online settings the most important one. What I also do is that I give a heads up that people will have to enter the stage at some point, so that they are aware. Session preps also set the scene but I do notice that only students with an interest in the topic prepare.....What I overall feel that is important is that you create a hospitable atmosphere in your virtual classroom. That means that you are there as the first one! You welcome students when they enter the classroom, put a bit of music on..... Also stay a bit longer than scheduled..... so that students can still ask you questions after class. A personal thing that I have started doing, except for now answering your request, is that mails that I would receive from students are answered by a phone call through teams..... (time allowing)..... so instead of long emails I would simply call.... Another thing that I always did is that I would be in my normal surroundings so no background filter.....just my home.....also to create a more personal atmosphere. As far as online classes are concerned, I believe breaking out in teams usually works well, I am not that much of a fan of Mentimeter as I did notice that it takes the interaction away rather than it stimulates the interaction, it really slows down..... using the chat and then start the discussion usually works much faster.... Hope this gives you a bit of guidance, always there to further discuss! Kind regards, Karijn van Koppen".

Screenshot 2 (Top Middle-Left): Conversation with Ingeborg Netjes. Message: "Dear Ms. van Koppen, Wow! Thank you very much for sharing your experience. I really appreciate it. I definitely agree that a hospitable atmosphere is very important for students to feel connected and included. I honestly think calling instead of emailing makes students really feel seen and heard. I believe this is a great method to enhance the feeling of belonging to students, well done, it's a really great insight for me!".

Screenshot 3 (Top Middle-Right): Conversation with Edgar Keehnen. Message: "Dear Ingeborg, very interesting input which raises my awareness to be well prepared before giving a class. Then again, I am wondering if many of the tips don't also apply to a off line class? I am wondering what the antecedents of student engagement is? Personal attention maybe which might be less with an online class? Thanks so much for sharing and all the best with the next steps! Best regards from sunny Valencia, Edgar Keehnen".

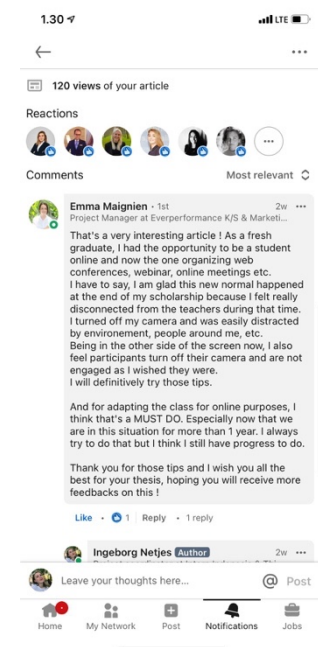
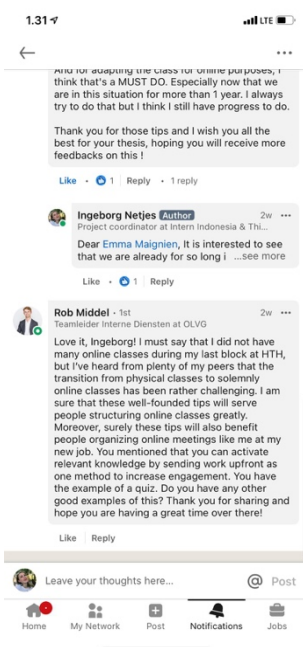
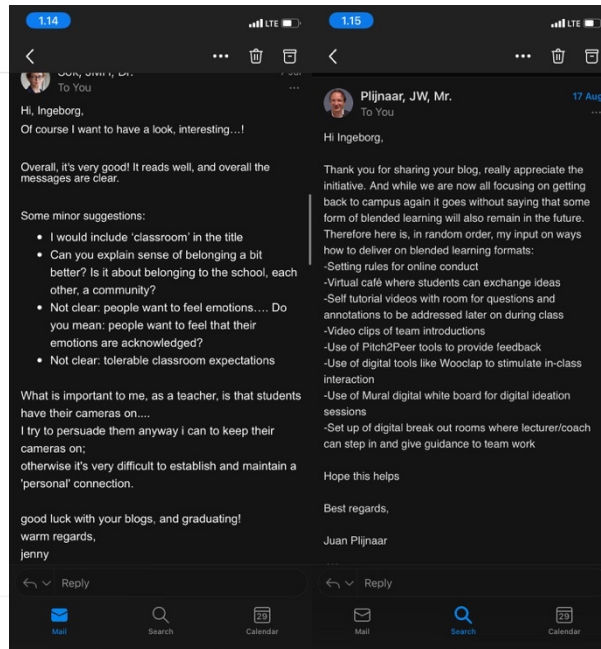
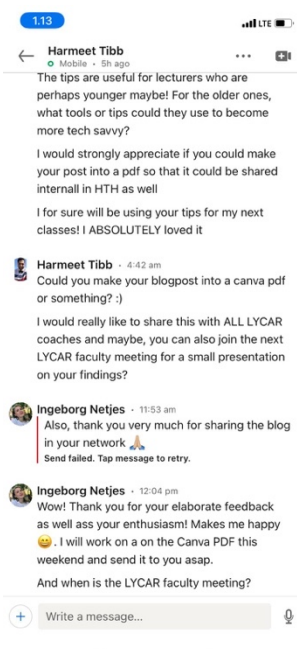
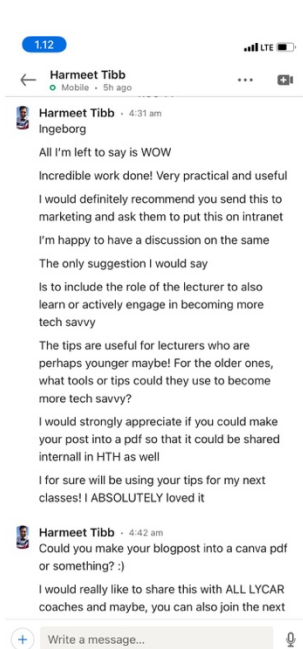
Screenshot 4 (Top Right): Conversation with Mark Holst. Message: "Nice to read Ingeborg, as we are not yet finished with online education these are all very valid tips. It sometimes needs a crisis to make big changes and I am convinced that online education is here to stay, but not in the way we might have experienced the last year. Being a student myself this year and as a teacher at the same time counts the following: For most classes, as well as in cooking, it all comes down to good preparation 'Mise en place'. You are right that we should not forget the things we are used to in an offline class, like the 'greeting at the door' Especially stay online a little longer is after class is very valuable. Limit the classes to no more than 20 minutes sending information. Make classes interactive, use the break-out rooms and a kahoot always works. Online and Offline. Please do not take attendance, TEAMS can provide you with a list. I always liked to have a colleague in class to moderate the but you are right that students must be able to do this as well. Keep looking at the opportunities in online education and forget the awkward silences in the online classes and the 'you are muted' moments, these things all along with starting up a new way of working."

Screenshot 5 (Bottom Left): Conversation with Annemiek de Korte. Message: "Hi Ingeborg, First of all my compliments! Very interesting read, well done. I do recognise all points addressed and apply some, not all;-), several takeaways how I could improve, thank you! Teaching offline again recently - after more than a year - made me even more aware of the huge difference between the offline and online possibilities to interact with students. We have learned a lot in the past year but indeed need to develop new habits and rituals for the online learning environment. Your suggestions are helpful reminders. What I find most difficult is to involve the students I hardly see at all because they e.g. do not turn on their cameras, seem less engaged and hardly ever say anything. I think as lecturers we are trying to find a balance between respecting someone's preference not to be put in the spotlight and involving everyone. It also feels kind of embarrassing to address someone without a response at all. At the same time I am aware that I am responsible to involve everyone in a class - looking forward to other creative ideas! Could we I, think of ways to create a joint responsibility for all participants? Looking forward to next blogpost!".

Screenshot 6 (Bottom Middle-Left): Conversation with Che' Govender. Message: "Dear Ingeborg, great blog post that is both insightful and implementable. I have tried some of these methods such as greeting all students coming in to the session (for the smaller classes), sharing glimpses of one's personal life to build connection and recognising contributions, which seems to have a fairly positive impact. I do think that variation in online class design to support the building of a sense of community is becoming more important. The importance of creating an online community where learners themselves take ownership of the class, co-create content, share learnings and actively connect and mobilize online to satisfy their social needs, is also something that needs to be taken into account for addressing belonging and inclusion in online learning environments."

Screenshot 7 (Bottom Middle-Right): Conversation with Conny Valk. Message: "Dear Ingeborg, what a great way of sharing the results of your research. Thank you! There is a lot that I recognize and am working on. Online classes and meeting require different techniques and set ups. What I also realized through the research of one of my fellow students is that an important element that students miss in online learning is (if we don't organize that) to benchmark with fellow students. As a student you cannot see where your class mate is in the process? Is he/she taking notes? did he/she prepare? Is my peer studying (I would in an on campus situation see my peers in the media center), etc. My questions would be: how do you create a culture that supports the teachers in enhancing a personal approach? what is that they don't spend time on? what do teachers need to let you off? And: how can we share responsibility with students to create the environment that is best for learning? I am looking forward to the next blogpost!".

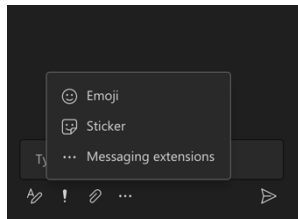
Screenshot 8 (Bottom Right): Conversation with Thirza van Veen. Message: "Dear Ingeborg Netjes what a great way of sharing the results of your research. All topics are known and most of them adopt during my classes - although there is always room for improvement :-). What I'm curious about is how do lecturers ensure students take ownership for class content and/or for the process? What I often find is one or a few students asking questions or sharing in the chat whilst the others remain quiet/absent - despite me explicitly asking for input from all (including mentioning of names). Besides, the other topic I think must be added to your list is 'setting expectations' > the lecturer must be clear on what is expected from students but also ask what students expect from the role of the lecturer. Best of luck and I look forward to the next blogpost!".



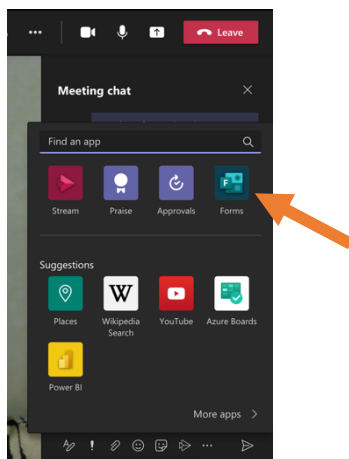
Appendix 8 – Evaluation guidebook

How to make polls in Microsoft teams?

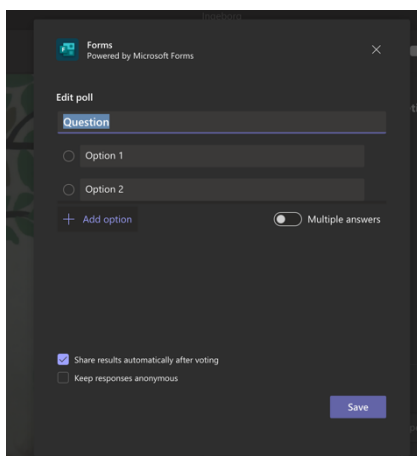
1. When in teams, go to the chat where you would like to include a poll.
2. At the chat function, click on messaging extensions



3. Select Forms, if Forms does not pop up instantly click on more apps at which you will find Forms.



4. Add your questions and answers options.



5. Also select if you would like to Share results automatically after voting and/or Keep responses anonymous.
6. Select Save.

Before and after assessment questions:

1. *Individual belonging*

I see myself as a part of the class community.

Strongly disagree
Disagree
Neutral
Agree
Strongly Agree

2. *Social belonging*

I feel included by other students in this course.

Strongly disagree
Disagree
Neutral
Agree
Strongly Agree

3. *Classroom belonging*

In this course, I feel comfortable contributing to class discussions.

Strongly disagree
Disagree
Neutral
Agree
Strongly Agree

4. *Course belonging*

In this course, the content sparks my interest.

Strongly disagree
Disagree
Neutral
Agree
Strongly Agree

5. *Geographical belonging*

I feel connected to Hotelschool The Hague.

Strongly disagree
Disagree
Neutral
Agree
Strongly Agree

6. *Teacher-student interaction*

When I interact with lecturers in this course, I feel they care about how I'm doing.

Strongly disagree
Disagree
Neutral
Agree
Strongly Agree

7. *Class interaction*

In this course, there is a high level of engagement.

Strongly disagree
Disagree
Neutral
Agree
Strongly Agree

8. *Tools used by lecturers*

In this course, I'm actively participating in classes due the tools used by lecturers

Strongly disagree

Disagree

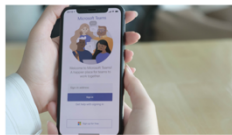
Neutral

Agree

Strongly Agree

Your thoughts on my blogpost

Blogposts #1: https://www.linkedin.com/feed/update/urn:li:ugcPost:6810512618705481728?updateEntityUrn=urn%3Ain%3Afs_feedUpdate%3A%28%2Curn%3Ain%3AugcPost%3A6810512618705481728%29



Dear network, The blogposts of the upcoming weeks are the intervention for my final thesis "an investigation on the current feeling of sense of belonging... 11 comments on LinkedIn

www.linkedin.com

Kind regards,
Ingeborg

Appendix 10 – Dissemination strategic marketing

Email strategic marketing

Re: Blog post for LYCar

You replied on Tue 06/07/2021 11:07



Strategic Marketing and Communication

Mon 05/07/2021 16:22

To: Ingeborg Netjes

Hi Ingeborg,

Thank you for reaching out about this!

The blog post seems really interesting, we can definitely share these through intranet and newsletter! Would you like to send us the two best ones, as i understood there are more to come!

In this way, I can include one in Wednesday's newsletter and one maybe next week? Let me know your thoughts!

Kind regards,

Anna Vallianatou
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Blog post in newsletter

06-07-2021

LYCar student Ingeborg Netjes explores the ways of creating a more inclusive environment in the virtual classroom

How do online classes influence students' university experience? How can lecturers foster a more personal approach in the virtual classroom where interpersonal interaction is minimal?

[Read more...](#)

24-08-2021

LYCar student Ingeborg Netjes explores eight ways how to create more engagement in your virtual classroom

What is student engagement and why is it crucial for the online learning experience? LYCar student Ingeborg Netjes, currently working on her LYCar company project as part of her studies at Hotelschool The Hague, investigates these questions in a series of blogposts on LinkedIn.

[Read more...](#)

Blog post on intranet

LYCar student Ingeborg Netjes explores the ways of creating a more inclusive environment in the virtual classroom

🕒 06-07-2021

How do online classes influence students' university experience? How can lecturers foster a more personal approach in the virtual classroom where interpersonal interaction is minimal?

LYCar student Ingeborg Netjes, currently working on her LYCar company project as part of her studies at Hotelschool The Hague, investigates these questions in a series of blogposts on LinkedIn.

In her first article, Ingeborg shares tips for both lecturers and students, based on academic bibliography and the findings of her own research, for developing a more inclusive environment in virtual classrooms.

Getting to know your students and their names, focusing on cultivating classroom relationships, checking in on your students often, fostering a sense of community, rewarding students for their participation and input, and offering personal feedback are a few of Ingeborg's tips.

If you want to learn more about Ingeborg's research and read her first blogpost, which is part of the intervention for her final thesis "An investigation on the current feeling of sense of belonging amongst students in the virtual environment," click [here](#)

You can also download her article [here](#)

LYCar student Ingeborg Netjes explores eight ways how to create more engagement in your virtual classroom

🕒 24-08-2021

What is student engagement and why is it crucial for the online learning experience? This is the second blog on the series "*Things you really need to do when you would like to create an inclusive environment in your virtual classroom*".

LYCar student Ingeborg Netjes, currently working on her LYCar company project as part of her studies at Hotelschool The Hague, investigates these questions in a series of blogposts on LinkedIn.

In her first blog, she talked about how a personal approach can create a more inclusive environment and thus, enhance the students' sense of belonging. Another crucial factor that influences this feeling is student engagement, therefore, in this second blog, she will talk about 8 ways how to create more engagement in your virtual class.

Find the blog article via LinkedIn [here](#) and share with her your thoughts.

Appendix 11 – Assessment approved Proposal

DD1: The student has demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that is supported by advanced textbooks

	Excellent	Pass	No Go
1.1 Use of literature and knowledge of the field	Student uses in-depth literature and knowledge of the field throughout the report. The report contains no mistakes and factual incorrectness.	Student uses in most cases literature and knowledge of the field in the report. The report contains some mistakes and factual incorrectness in a limited part of the report.	No sufficient or correct use of literature and knowledge of the field in the report. The report contains mistakes and factual incorrectness.
1.2 Intellectual depth and abstract thinking	Student takes all significant factors into account and looks from different perspectives, sees patterns, relates situations to concepts in order to solve larger problems. The reports show excellent thinking capacity of the student. New unique insights presented in the topic and depth of understanding displayed. Excellent linking between the elements and the underlying issues within the case situation.	Student takes different perspectives into account. The report shows intellectual depth (taking into account all significant factors and looking from different perspectives) in most parts of the report. Some patterns are clear. Some links have been made.	The report lacks intellectual depth (superficial and merely descriptive) in some parts of the report. Patterns are not sufficiently made clear.
Student Feedback:	Excellent <input type="radio"/>	Pass <input type="radio"/>	Not Yet <input type="radio"/>
Assessor Feedback:	Excellent <input type="radio"/>	Pass <input type="radio"/>	Not Yet <input type="radio"/>

Sufficient knowledge of the field is used throughout the report, nevertheless more strong links could have been made throughout the report.

Excellent. Very interesting overview of literature on this topic. Good mix of recent studies and important fundamental ones in this field! The intellectual depth is in the translation of your literary review to the MRQ's!

DD2: The student can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and has competences typically demonstrated through devising and sustaining feedback and solving problems within their field of study

	Excellent	Pass	No Go
2.1 Application of theories/models to situations at hand	Student uses a range of theories/models appropriate to the problems in the case skilfully and able to add their own unique perspective and insight. They own the model(s).	Student mentions a range of theories/models appropriate to the problems in the case and applying some of them in the correct way.	Mentioning models and theories but not using them in a correct way.
2.2 Possible impact and meaning of own work - dissemination of research	Student plans evaluation of impact and meaning of own work in relation to business and industry with sound underpinning. Identification of all stakeholders and acts of dissemination. Plan on how to effectively disseminate knowledge through different channels fitted for a variety of audiences is also presented.	Student formulates criteria for evaluation. Student describes possible impact and meaning of own work. Identification of stakeholders and planning of dissemination through at least one valuable channel with an audience is presented.	Student fails to describe criteria how to evaluate impact. No identification of stakeholders or realistic plan on dissemination of knowledge through at least one valuable channel with an audience.
Student Feedback:	Excellent <input type="radio"/>	Pass <input checked="" type="radio"/>	Not Yet <input type="radio"/>
Assessor Feedback:	Excellent <input type="radio"/>	Pass <input type="radio"/>	Not Yet <input type="radio"/>

There was no reason to use a model because I believe my report did not need a model yet. Nevertheless theories on sense of belonging and online learning were used. Furthermore, evaluation, stakeholders and dissemination are clearly explained.

Excellent. You can maybe later integrate a model on the feeling of belonging in class by looking for basic factors which will safeguard this feeling. From pedagogic and didactic perspective there are models that you can use. Your dissemination is well partly shown later on in the creation of the guidebook. You are well set to make this succeed. Incredible work in coding and translating these findings in research!

DD3: the student has the ability to devise data gathering events, gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues

	Excellent	Pass	No Go
3.1 The Design Based Research Process	Student sets the research process up in a systematic and well organised way. Student makes sense of a problem mess, analyses a (complex) problem and formulates feasible solutions by using a design-based research approach. Logical flow from Problem definition to Analysis to Solutions Design/methods are well chosen and motivated,	Student analyses the problem, and formulates possible solutions underpinned by literature using a design-based research approach. Methods motivated and mostly logically chosen	Insufficient problem analysis and methodology, research cycle not used.
3.2 Analysis and evaluation of data	Student plans analysis and evaluation of data/information well using appropriate (digital) tools and makes data-driven decisions. All statements are underpinned with facts and figures and/or referencing. The appropriate tools are used in all steps. Analysis is sufficiently complex with use of information from more than 2 different dimensions (practioners, scientific literature, the organization and stakeholders).	Student plans analysis and evaluation of solutions clearly, with some flaws or unclarities. Some statements are underpinned with facts and figures and/or referencing, some lacking underpinning. Analysis is sufficiently complex using data from at least one dimension and sufficiently backed up with literature.	Plan of analysis and evaluation of solutions is not clear. Statements are mostly not underpinned with facts and figures and/or referencing; some are contradicting. No tools are used. Lacking or no analysis and not backed up with literature.
Student Feedback:	Excellent <input type="radio"/>	Pass <input type="radio"/>	Not Yet <input type="radio"/>
Assessor Feedback:	Excellent <input type="radio"/>	Pass <input type="radio"/>	Not Yet <input type="radio"/>

Pass - The problem is clearly analysed and a possible solution are given and underpinned by primary and secondary data. However more details could have been given on how the guidebook will actually look like.

Pass. Although you have done a lot of work, you sill need to develop this in a guidebook. I am looking forward to read the results. I do agree with your own feedback!

DD4: the student can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences




	Excellent	Pass	No Go
4.1 Communication to audience making use of professional (business) English	Student divides information effectively in paragraphs/chapters. No noticeable errors in English usage and mechanics. Use of language enhances the argument and avoids abbreviations. Sentence structures are well varied, and voice and tone are highly suitable for the specific audience/s. Style and content complement each other into an appealing, high quality story. Highly skilful organisational strategy. The logical sequence of ideas increases the effectiveness of the argument and transitions between paragraphs strengthen the relationship between ideas. Sub-headings are employed effectively and the links between different sections are reinforced through linking expressions. Shows attention to detail in all parts of the report.	Student divides information in paragraphs/chapters. Errors in English usage and mechanics are present, but they rarely impede understanding. Use of language supports the argument. Sentence structures are varied, and voice and tone are generally appropriate for the intended audience/s. Generally, a clear organisational strategy. The sequence of ideas in most cases supports the argument and transitions between paragraphs clarify the relationship between ideas. The report is mainly comprehensively written and lacks some attention to detail in some parts of the report.	Distracting errors in English usage are present and they impede understanding. Use of language is basic, only somewhat clear and does not support the argument. Word choice is general and imprecise. Voice and tone are not always appropriate for the intended audience/s. Basic organisational strategy, with most ideas logically grouped. Transitions between paragraphs sometimes clarify the relationship among ideas. The report is not comprehensively written and lacks attention to detail in most parts of the report.
Student Feedback:	Excellent <input type="radio"/>	Pass <input type="radio"/>	Not Yet <input type="radio"/>
Assessor Feedback:	Excellent <input type="radio"/>	Pass <input type="radio"/>	Not Yet <input type="radio"/>




Excellent - Attention to detail has been paid throughout the entire report. Abbreviations have been avoided nevertheless Virtual Environment is put in an abbreviation even though it is one of the variable in the Main Research Question.

Excellent. You do manage to keep the multiple stakeholder approach and ultimately you will narrow it down to a practical devise for lecturers. The MRQ and the RQ's are very well visualised and explained.

DD5: the student has developed those learning skills necessary to continue to undertake further study with a high degree of autonomy

	Excellent	Pass	No Go
5.1 Plan on IQ development in PLO: Reflection on product(s)	Student has clear plans on what will be delivered and uses different relevant theory to underpin own work and reflect on it.	Student has a plan on what will be delivered and uses theory to underpin planned own work and reflect on it.	No clear deliverables mentioned and almost no theory to underpin own work and reflection.
5.2 Plan on AQ & EQ Self development	Student devises excellent ability to critically reflect on own developmental goals and demonstrates real growth mindset for life-long learning. Student proposes a demonstration of being able to self-direct, taking initiative in unpredictable situations. Student shows different metrics that can demonstrate development in terms of their EQ/AQ.	Student shows developmental goals and demonstrates growth mindset. There is a plan on how to reflect on values, attitudes and behaviour. Starting levels and desired end levels are described and measurements are provided.	Developmental goals are not concrete, there is no demonstration of growth mindset. Plan on how to reflect is vague and does not give enough substantiation to show growth.
5.3 Plan on EQ Social development	Student provides a plan on how to construct a multitude of proof that shows development as an Intercultural Hospitality Leader. Excellent ability to contribute to the global society/local community as a responsible citizen. Excellent analysis of diversity of people the student will deal with. Possible effective collaboration with all stakeholders in different cultural settings. Hospitality is key to the project or work the student does.	Student provides a plan on how to prove development as an Intercultural Hospitality Leader. Plan on how to contribute to the global society/local community as a responsible citizen. Proposing ideas on how to collaborate with different stakeholders in different cultural settings. Hospitality is a differentiator in the students' project or work.	No clear plan on development as an Intercultural Hospitality Leader. Plan on how to contribute to global society/local community is missing. Ideas proposed on collaboration or hospitality are not sufficient.

Student Feedback:	Excellent 	Overall, I underpinned my reasons sufficiently but I could have used more theories.
	Pass 	
	Not Yet 	

Assessor Feedback:	Excellent 	Pass. You will be able to improve this one by gaining the in-depth experience during your internship. You know what you will aim for
	Pass 	
	Not Yet 	

Overall Assessor Feedback	
Nice piece of work. It has a promising outlook and sets expectations positively.	

Appendix 12 – Data Management Proof

File Upload Notification



noreply <noreply@hotelschool.nl>

Sat 04/09/2021 07:59



To: Ingeborg Netjes

Dear Ingeborg Netjes,

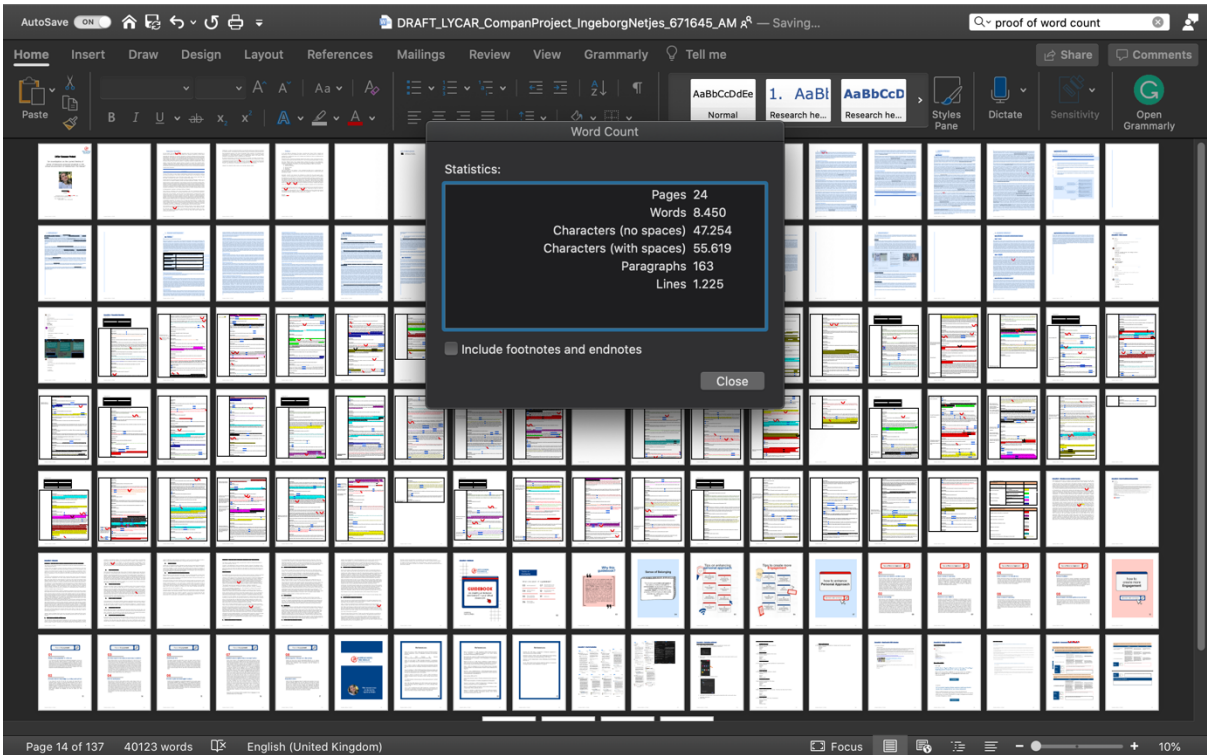
This is an automatic delivery message to notify you that a new file has been uploaded.

Name : Ingeborg Netjes
Student Number : 671645
Email : 671645@hotelschool.nl
LYCar Coach : Ms. van Geuns
Research Number : 2021-215

We kindly request you to forward this email to your LYCar coach as evidence that your data files have been uploaded securely.
Thank You.

[Reply](#) | [Forward](#)

Appendix 13 – Proof of Wordcount



10. References

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