

My research concerns the conceptions of teaching and teaching approaches at business schools. One of the core assumptions behind this project is that if an educator's teaching style is effective, then the students are more likely to be engaged across the different indicators of engagement, and since student engagement has already been studied extensively, it has become more interesting to look at how we can ensure that the teachers are able and willing to facilitate this engagement in the first place. It has been suggested that one of the key factors that influence how teachers develop is tension between them and their environment (e.g., having to teach new classes, joining another program, institutional policies, etc.). Therefore, it is important that we learn how to manage these tensions so that we can understand what the teachers are experiencing and provide the necessary support for them to grow from the experience. Most of the research on teaching conceptions and approaches relies on polished analytical categories as opposed to deeper contextual narratives, so it would be of interest to dive deeper with the professors and have them convey a fuller personal perspective which could then be used to stimulate teacher development by turning them into real-life examples or develop specific case-based learning for professors. Finally, blended learning is inseparable from the way we teach today, so understanding whether different blended learning approaches promote or impede teaching growth and if they fit into the discussion about tensions is something that will be considered as part of my research as well.