



Prof. Jean-Charles Cailliez
EAPRIL 2022 keynote speaker

Jean-Charles CAILLIEZ is Vice-President Innovation of the Lille Catholic University (France) and Director of “HEMiSF4iRE” Design School. He is Professor of Molecular and Cellular Biology. He obtained his Doctor’s degree (PhD) in 1990, his Research Supervising Ability (HDR) in 1998 and his Executive-MBA in 2010. His career spans over 20 years of research in Medical Mycology and Parasitology in the National Institute of Health and Medical Research (INSERM) in France, the Pasteur Institute of Lille (France) and the University of Parma (Italy). Since 2017, he is co-founder of an innovative Design School “HEMiSF4iRE” created in his university to promote the design thinking approaches in the management of creativity and innovation. HEMiSF4iRE is focused on entrepreneurship, intrapreneurship, pedagogical innovation and international perspective on innovative ecosystems. Jean-Charles is driven by a passion for transdisciplinarity in the service of innovative projects in research and development. Finally, he’s also a marathon runner.

“Hybridization in ‘reverse’ classroom, the best way to stimulate co-elaborative work!”

Hybridization in pedagogy is not limited to teaching with the same methodology both online and in the classroom. Moreover, innovation in pedagogy is not reduced to an alternative way versus academic teaching. The COVID-19 pandemic has significantly affected education in terms of teaching and learning. Due to this crisis, academic institutions have had to navigate through different learning environments in order to continue educating their students. So, hybridization is a combination of in-class and online learning. It’s a way to dissolve these dichotomies. This conference draws upon a method of hybrid learning, the reverse classroom, a “do it yourself” approach close to flipped classroom which encompasses student-centered instructional approaches, collaborative group work and assessment in evaluation and skill development. This innovative pedagogy based in the north of France (Lille) focuses on an instructional approach that uses hybridization to engage students. Through observations and student feedback before and after the pandemic, students have expressed their interest as well as discontent using this method. Strengths include an appreciation of the interaction and exchanges with the teacher and their peers, whereas weaknesses comprise of dissatisfaction regarding the composition of group members and the vast amount of work required. This experiment provides valuable insight to those who are interested in hybridization in the hopes of engaging and motivating students to learn and those who face similar difficulties in a time of crisis that compromises teaching and learning in education.