

28 - 30 November 2025

Vienna , Austria

Living the Hybrid Campus: a Phenomenological Exploration of Teaching and Learning Experiences across Multi-campus Environments

Narjess Abroun , Professor Alan Bowen-James

Gca

Group Colleges Australia, Australia

Abstract

This phenomenological study explores the lived experiences of lecturers, tutors, and students engaged in hybrid multi-campus delivery within higher education. As institutions expand across metropolitan and satellite locations, hybrid teaching models have reshaped the ways individuals experience connection, interaction, and identity in their learning communities.

Through semi-structured interviews, the research captures the emotional, cognitive, and relational dimensions of hybrid learning, focusing on how participants navigate physical–virtual boundaries, teaching presence, and shared engagement. Drawing on HyFlex principles and experiential narratives, the study highlights how hybrid environments influence participants’ sense of belonging, agency, and authenticity in their academic roles.

The findings are expected to deepen understanding of how staff and students live and make meaning of hybrid learning beyond technological or institutional perspectives. Insights will inform more human-centred approaches to multi-campus design, emphasising empathy, connection, and lived experience as essential dimensions of sustainable hybrid education.

Keywords: Phenomenology, Lived Experience, Hybrid Learning, Multi-Campus Delivery, Higher Education