

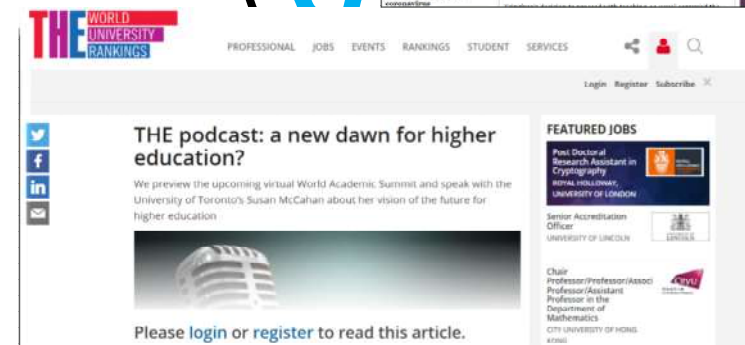
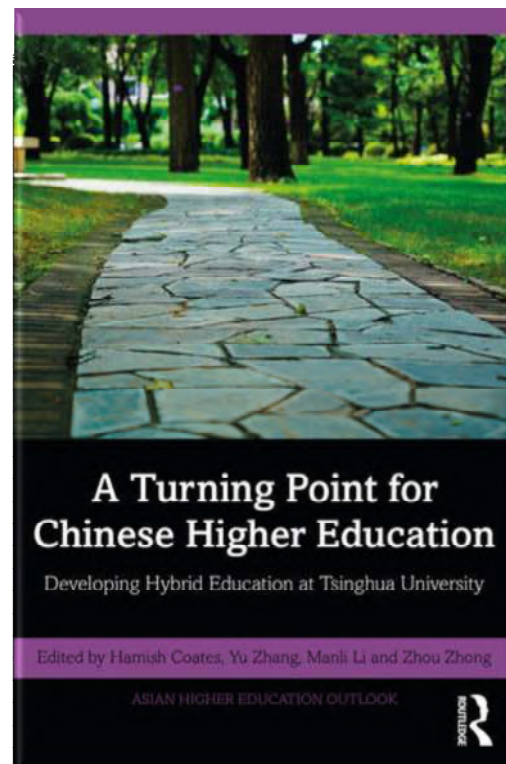
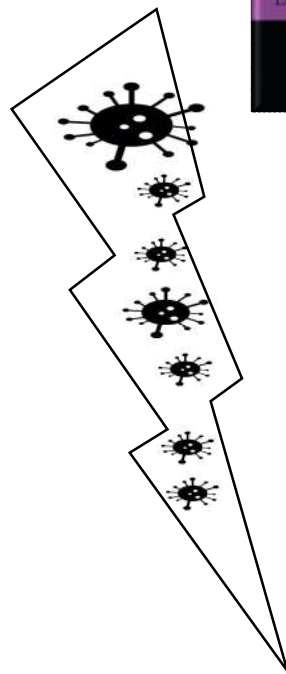
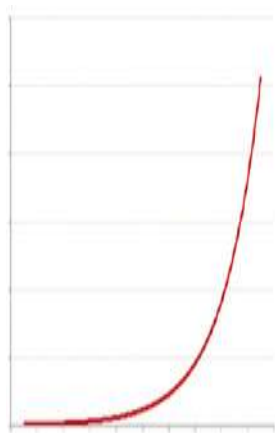
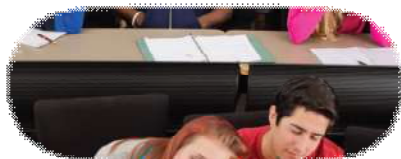


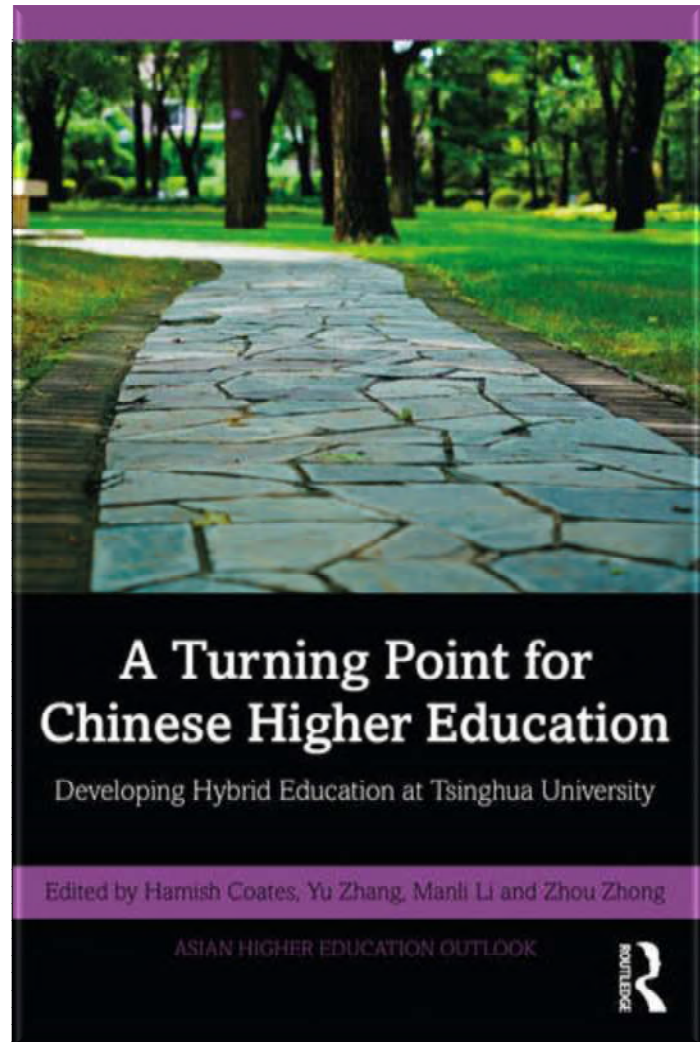
清华大学教育研究院  
Institute of Education Tsinghua University



# A Turning Point for Chinese Higher Education: Developing hybrid education at Tsinghua University

**Hamish Coates, Zhang Yu, Enoch Wong**  
**Tsinghua University**





Tsinghua context

Studying hybrid shifts

Articulating university leadership

Online platforms and futures

Student experiences and success

Tsinghua context

# The Tsinghua context

## General milieu

- Prestigious
- Globally oriented
- Full program suite
- Highly selective
- Gated community
- Large science park
- Global online resources
- Experimental orientation
- Nationally influential

→ Globally prominent

## Pandemic shock

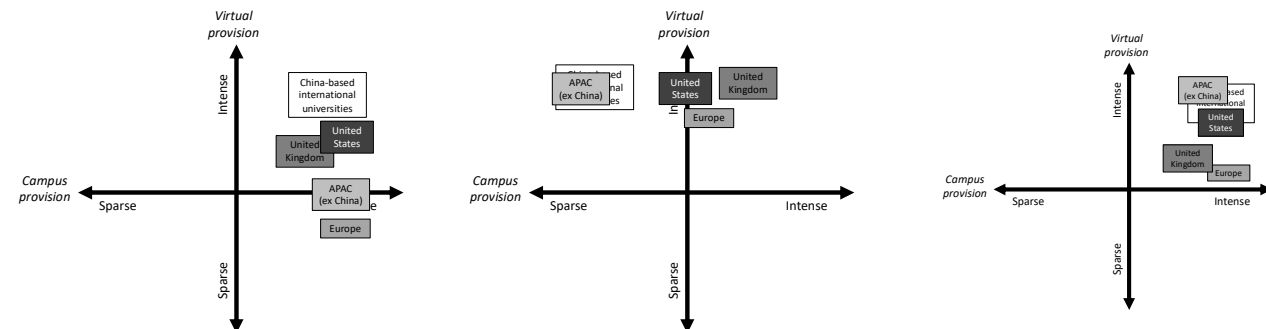
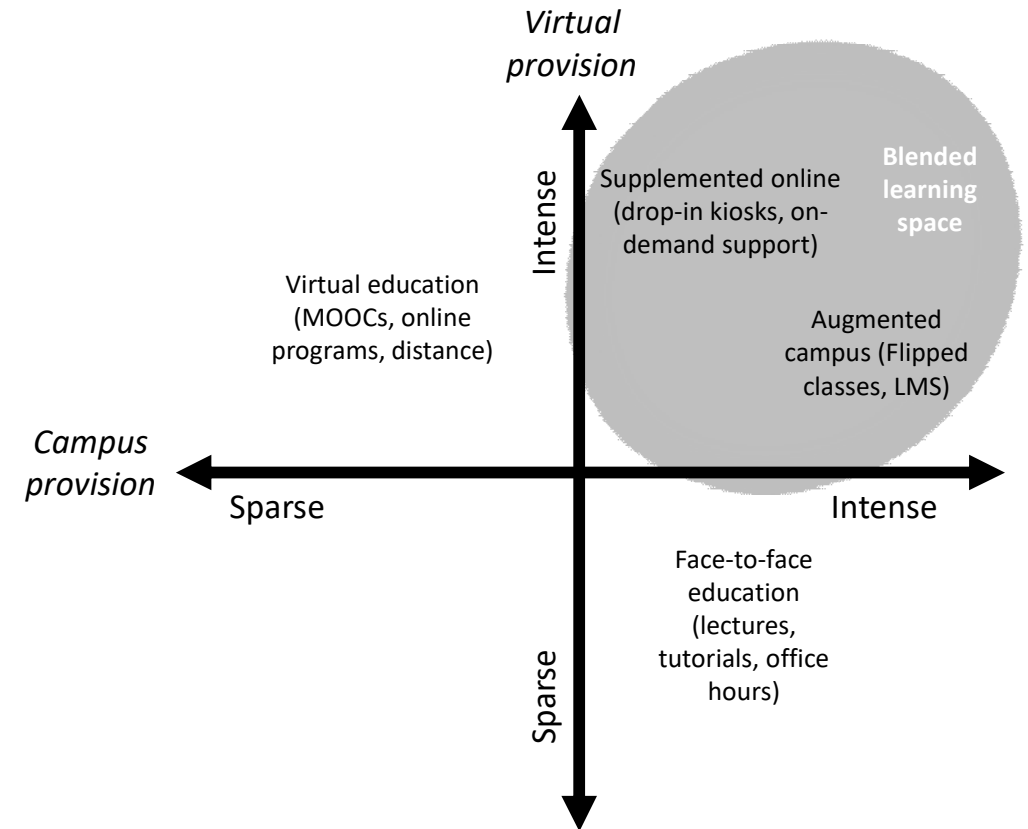
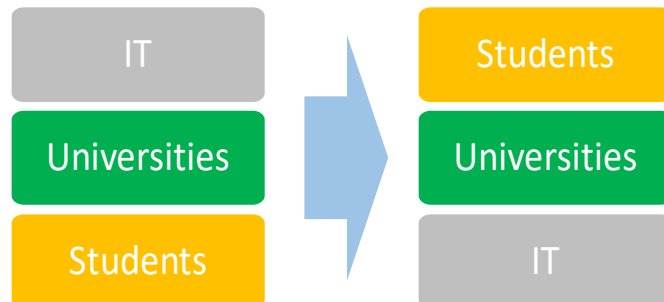
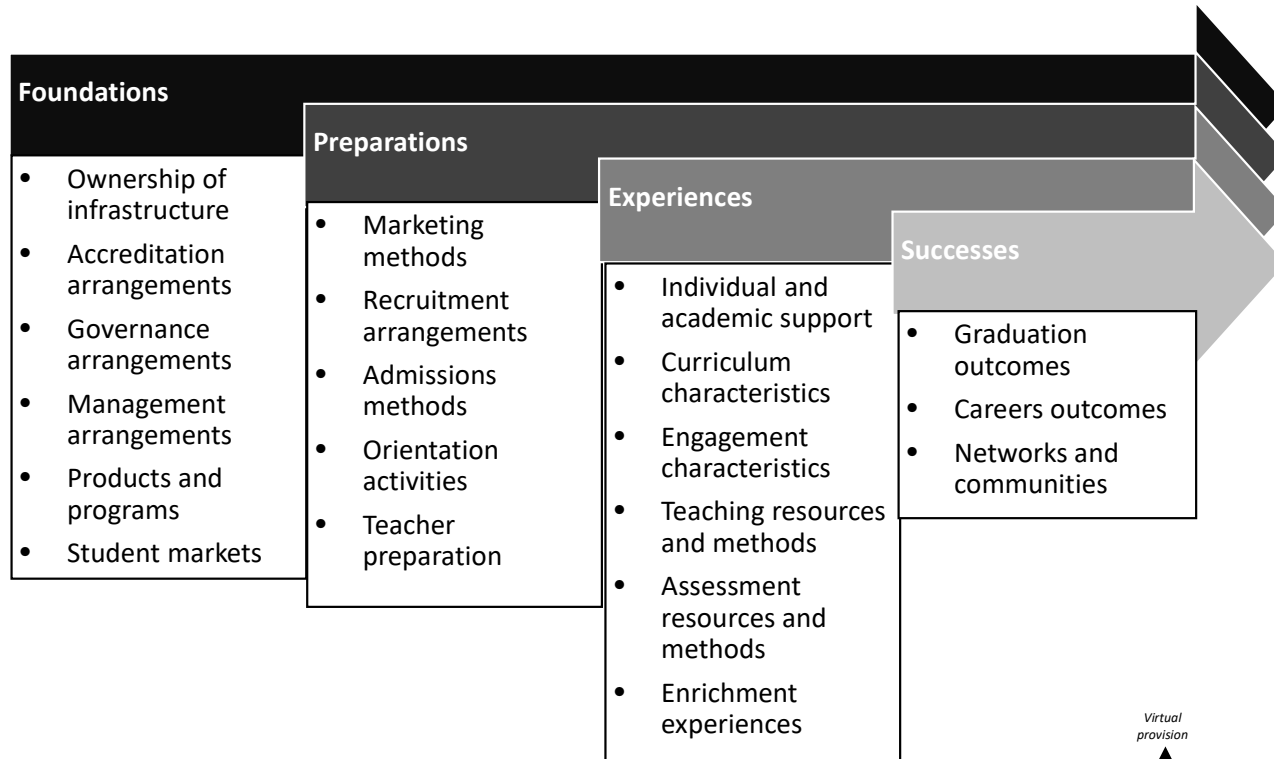
- Leadership decisions
- Institutional directions
- Academic arrangements
- Technological innovation
- System re-engineering
- Faculty development
- Quality regulation
- Supporting other institutions

→ Change of broad relevance



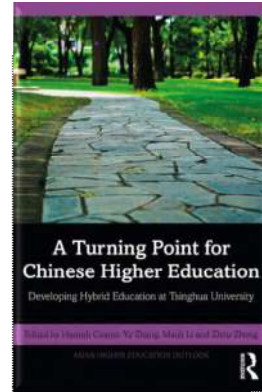
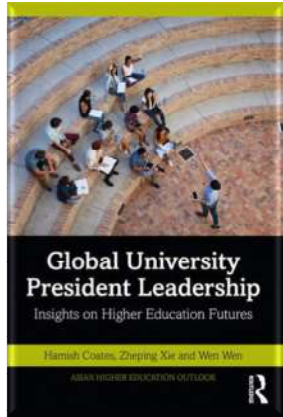
Studying hybrid shifts

# Studying hybrid shifts



Articulating university leadership

# Studying transformative leaders



## 2019

- 19 university presidents
- Variety of globally oriented universities
- Interviewed about them, their university, leadership, Chinese higher education, and global futures

## 2020

- Interview with key academic leaders
- Study of leadership documents
- Online leadership forum with UNESCO

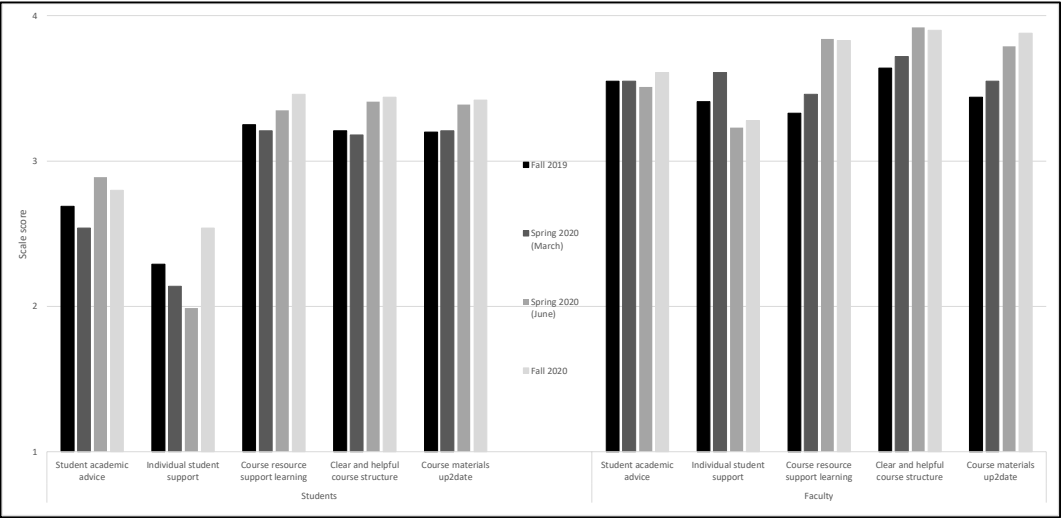
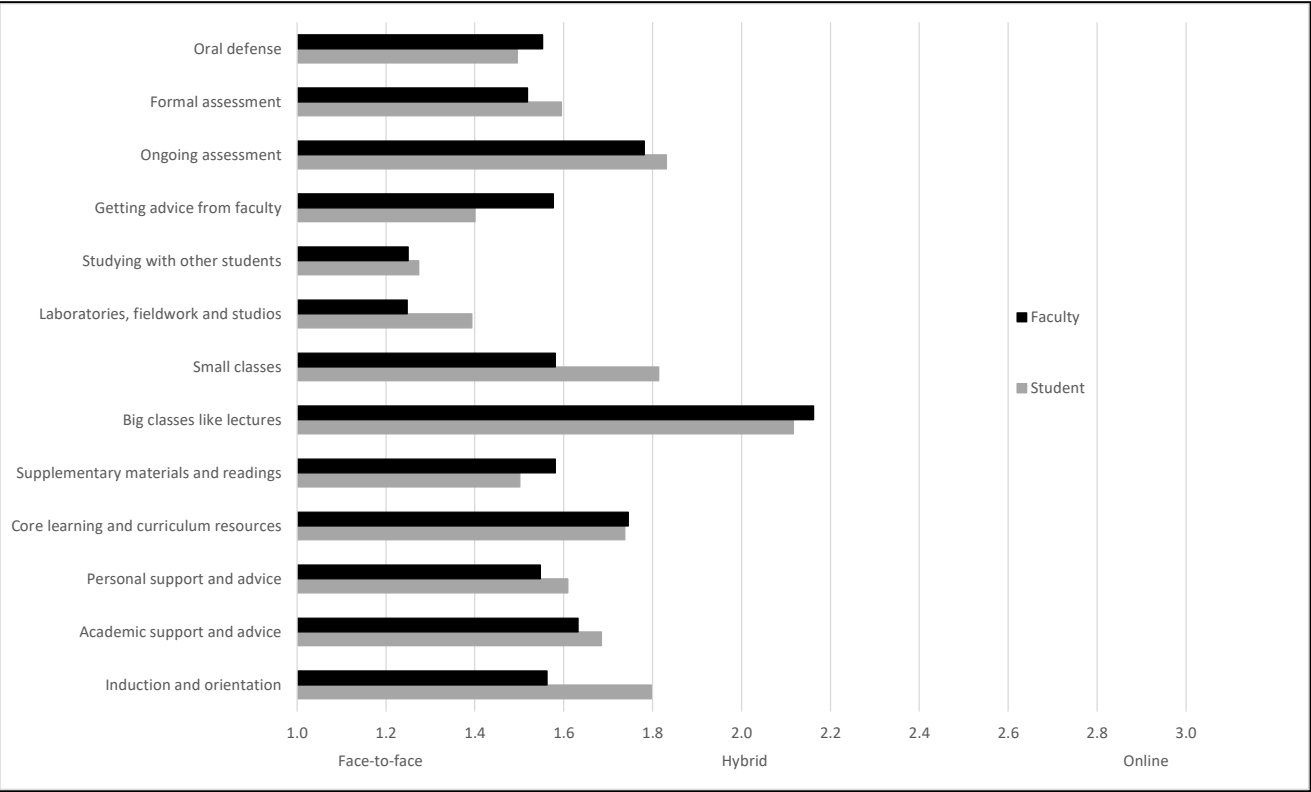
## 2021

- Global university leaders' forum
- Publish books and papers

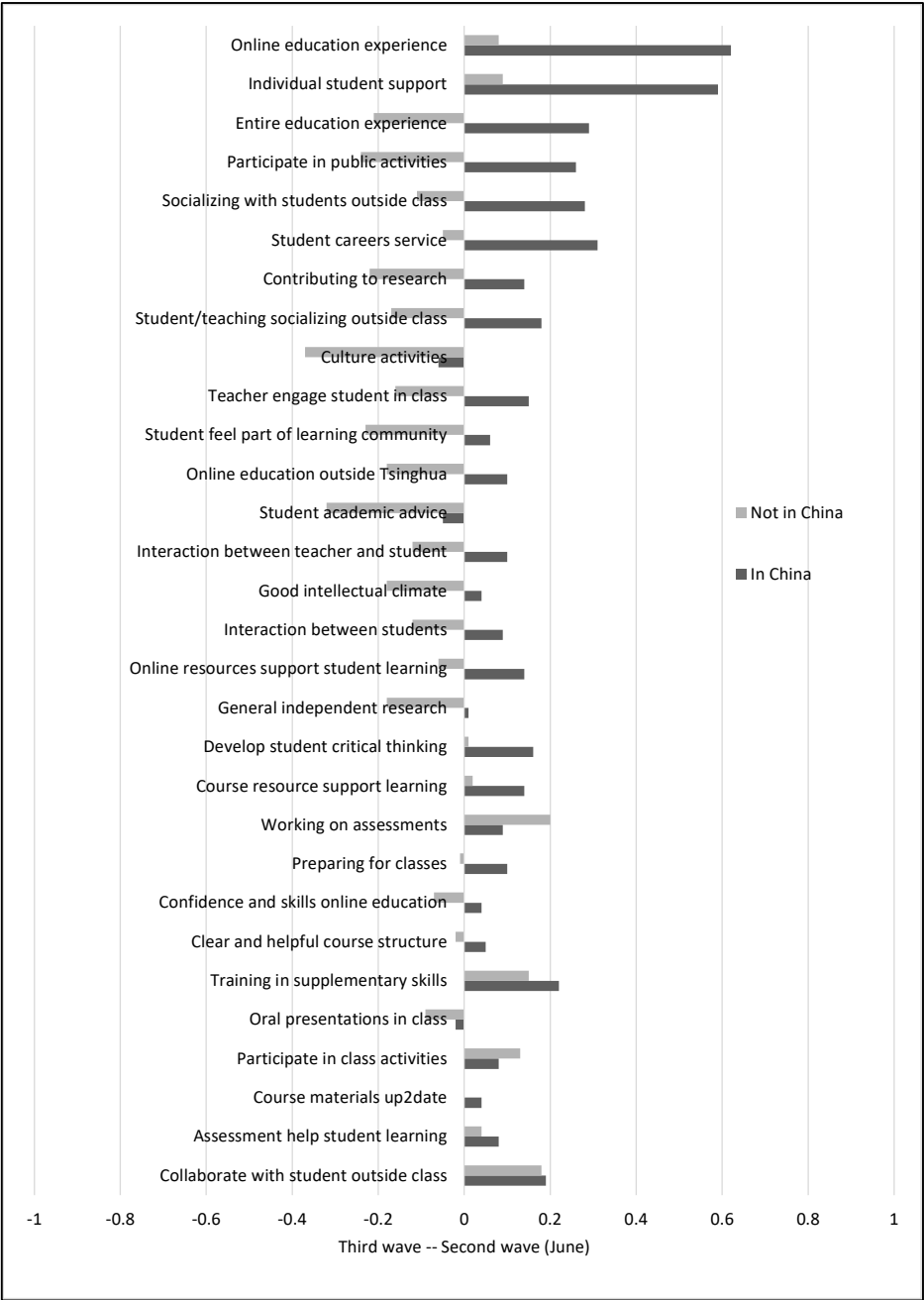
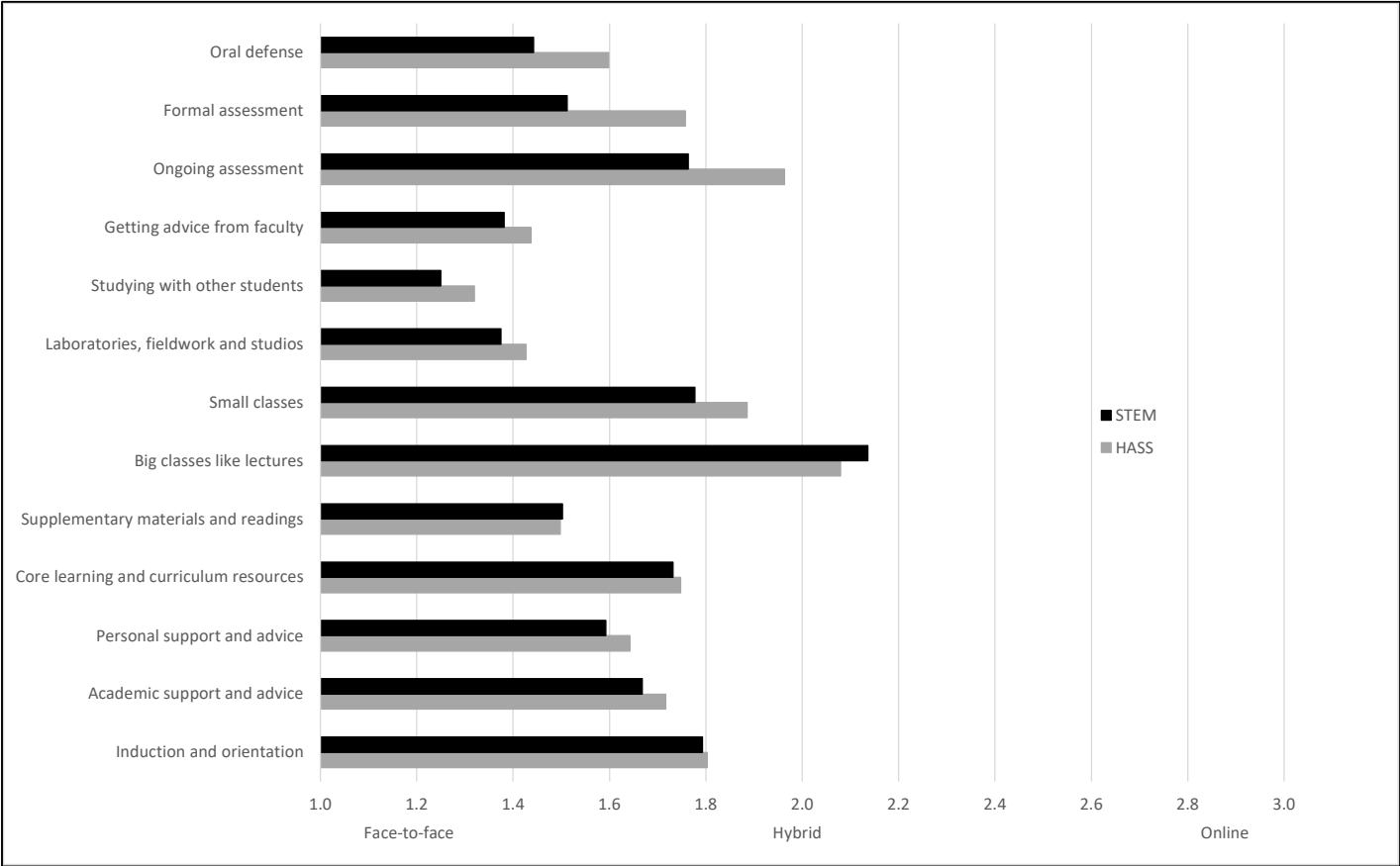


Student experiences and success

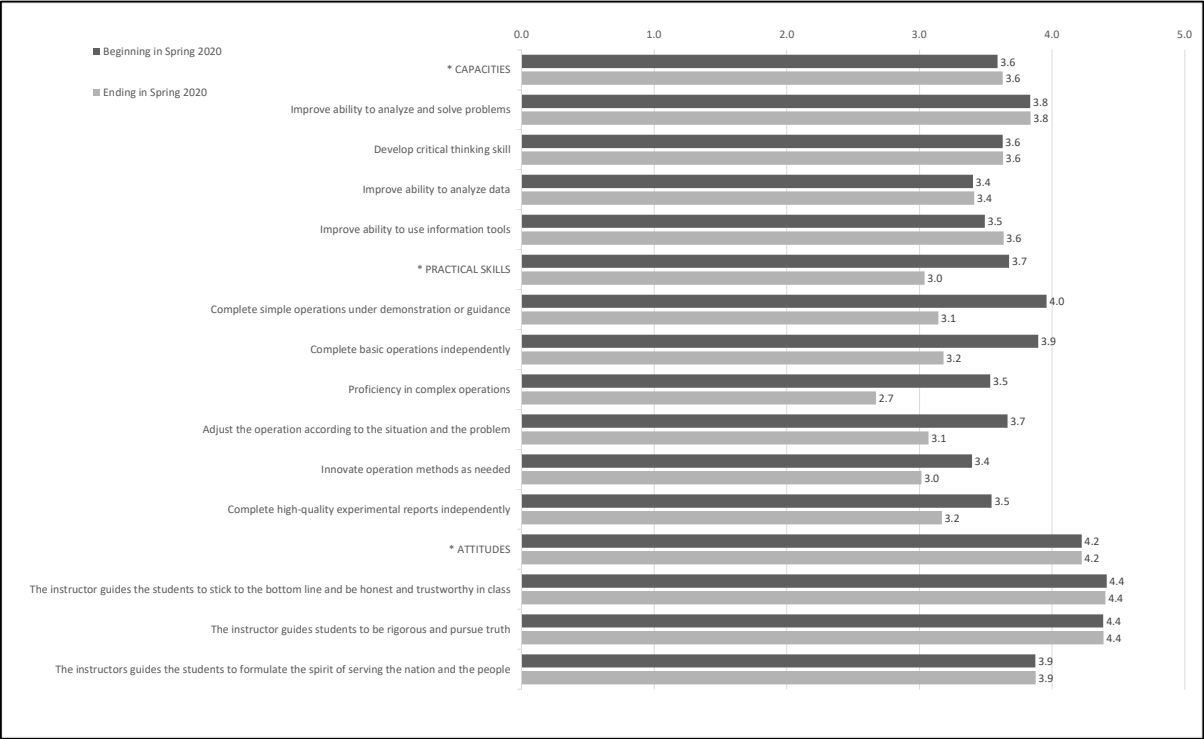
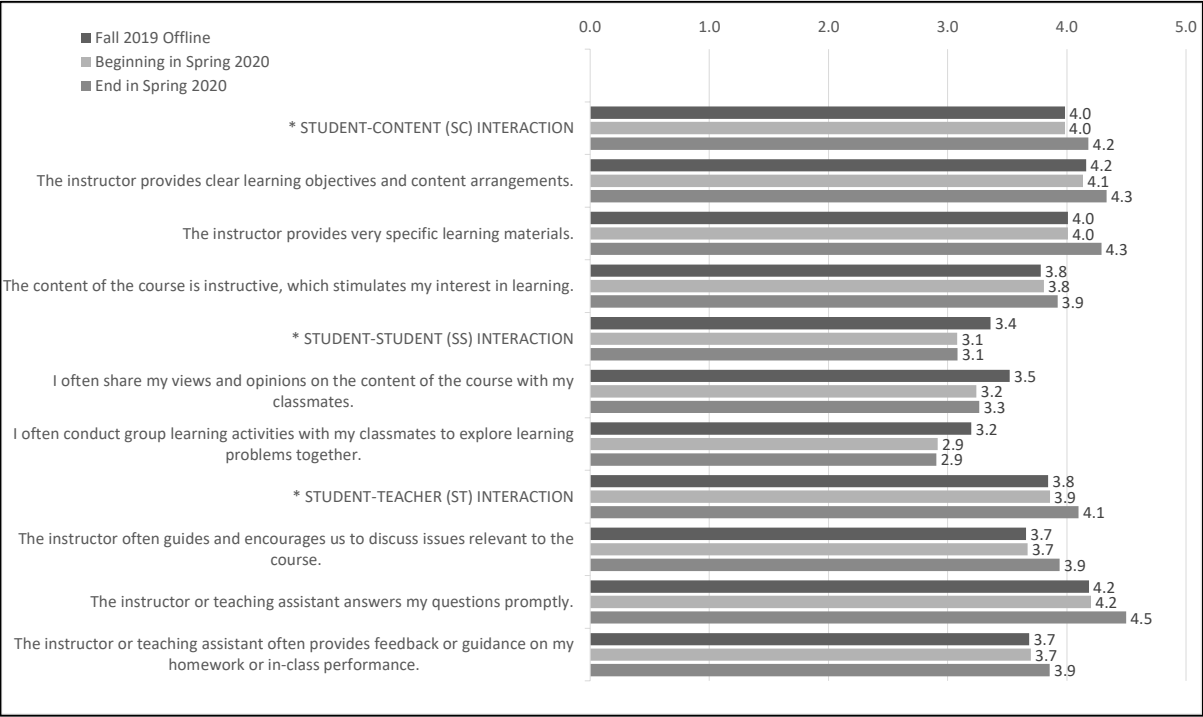
# Designing a blended student and faculty experiences



# Designing a blended experiences for student groups



# Studying detailed teaching and learning practices



# Analysing faculty experiences

Looking into the next term when we are expected to return to normal campus-based classroom teaching after the COVID-19 pandemic:

1. What's new in your current online courses are worth carrying on to the next term?
2. What are your recommendations to Tsinghua to continue to support online teaching and learning?

By now through this Spring term 2020:

1. What are the three biggest changes to your courses when you moved online? (Any changes in the objectives, contents and methods in your teaching?)
2. Did anything emergent or surprising you experience during your online teaching, and how did you cope with it?
3. What are three 'gains' in your online teaching and why?
4. What are three 'pains' in your online teaching, and how did you cope with them?
5. What are your suggestions for conducting research in online learning?

?

- While established in many countries, faculty development is young field in Asia
- The pandemic has accelerated many kinds of faculty development
- The shift online provided a strong and immediate spur for teaching development
- Interviewing faculty provided insight into roles and supports and development of teaching platforms

Online platforms and futures

# Platforms

## XuetangX



## Rain Classroom

### Institutional perspective

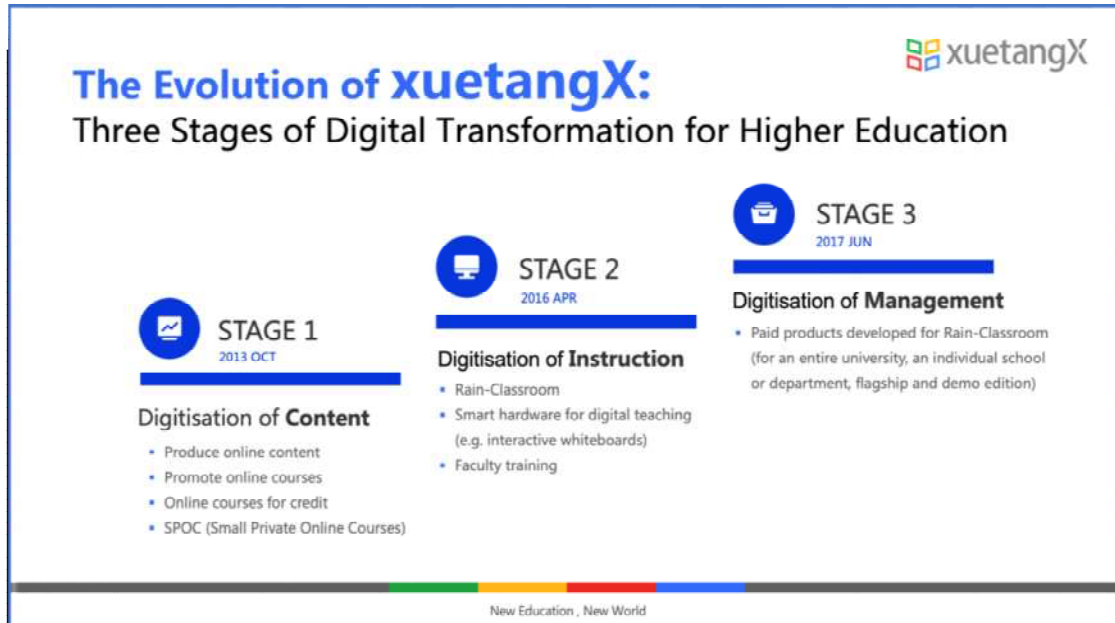
- Tsinghua University: how to teach, learn, evaluate

### National perspective

- 'WeYoung Classes'
- 'Clone Classes'

### International perspective

- Global Hybrid Classroom
- Global Open Courses

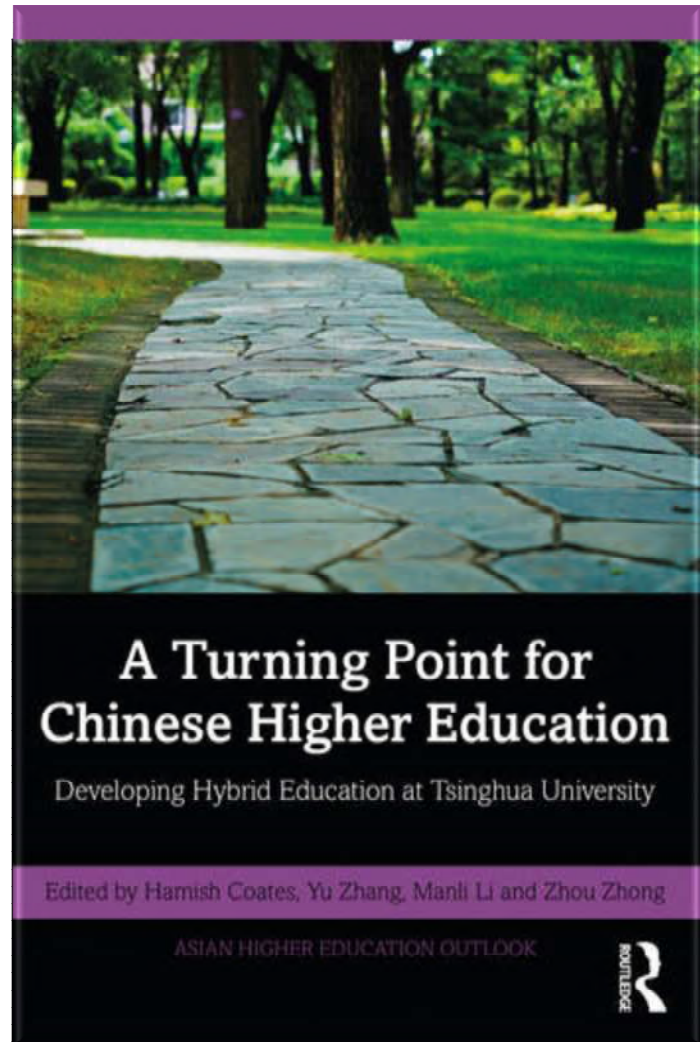




# Steps ahead for Tsinghua and higher education

- Looking forward
- Education reforms
- Innovation frontiers





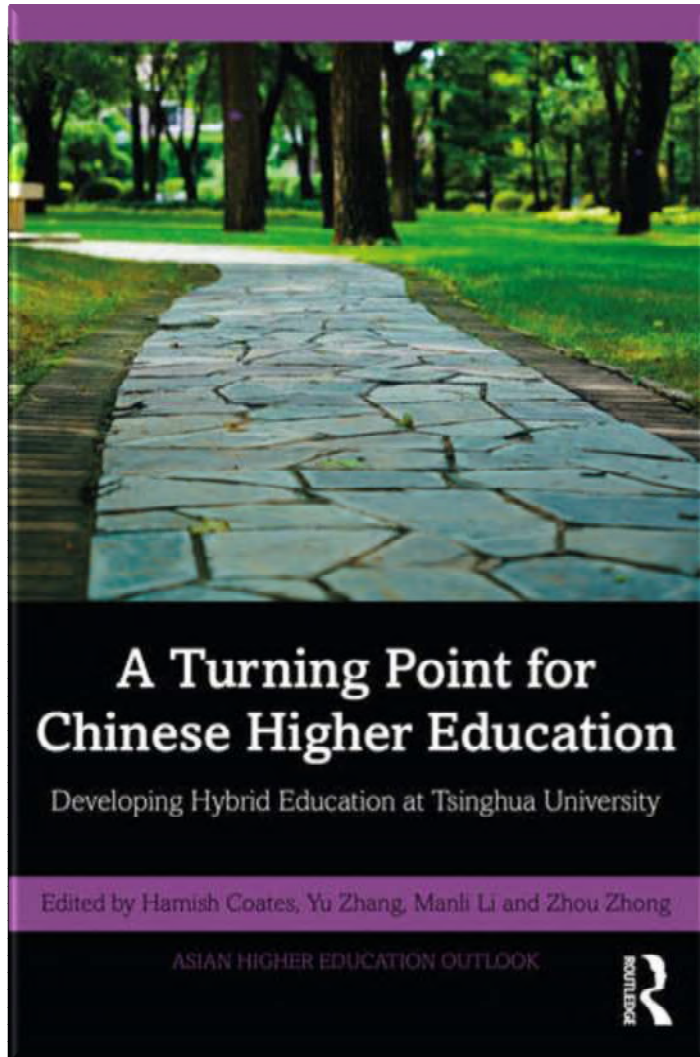
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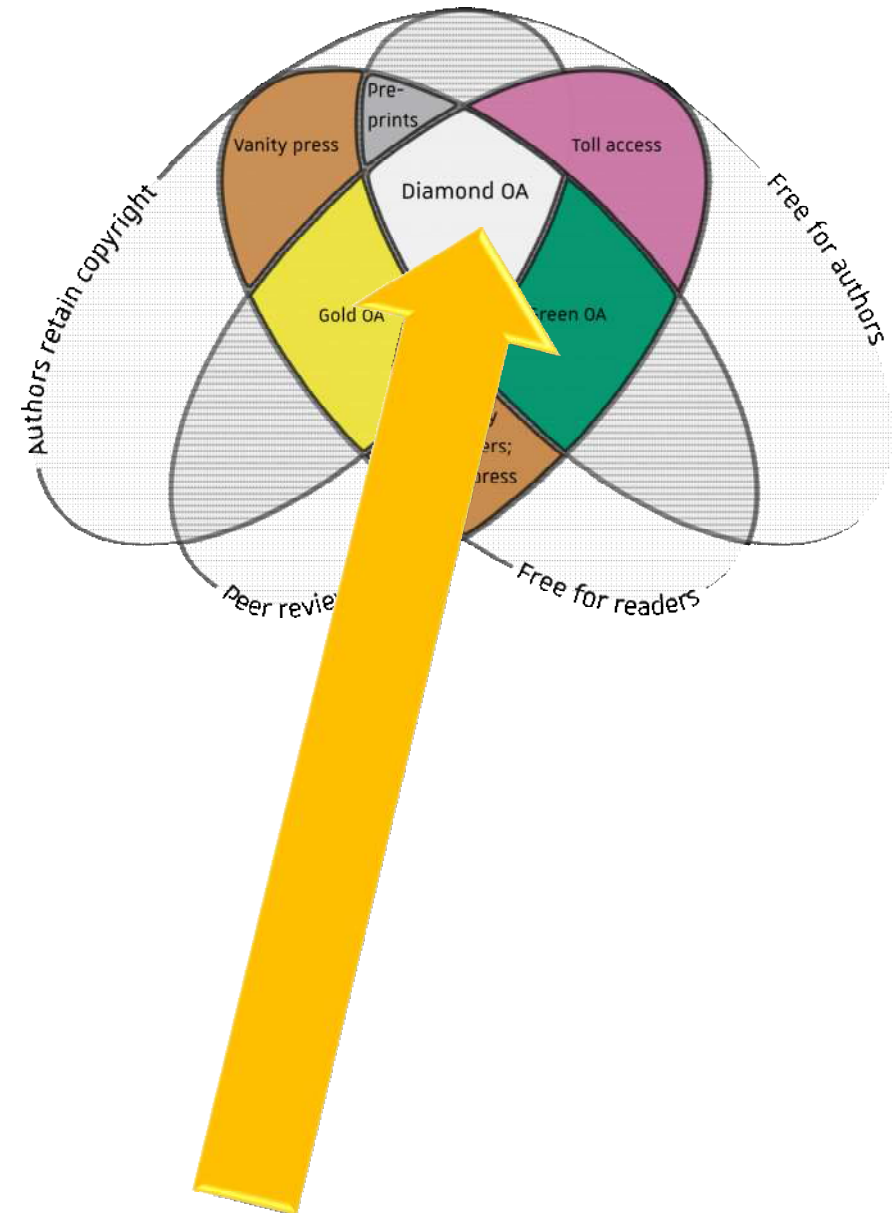
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