Student learning in the midst of the pandemic: the case of the UK, 10 November 2020

00:28:16 Svenning Møller: Svenning, particitating from Denmark :)

00:28:52 Claire Callender: welcome to all our international and national participants

00:29:46 Marta Kozlowska: Hello from London :)

00:35:10 Ingrid Snijders: Hello from the Netherlands!

00:35:32 Cristina Carvalho: Hello from Brazil!

00:37:32 Ingrid Snijders: What would be the equivalent for a hybrid learning environment vs. face-to-face lectures?

00:39:51 Diana Laurillard: @Kyungmee Lee Did you find teachers were expecting more help from their university in moving their teaching online? Whom did they hold responsible for helping them?

00:44:37 Hannah: In October there was a lot of media attention on students' experience (or their lack of a fulfilling learning and social experience!) and it seems this month the number of articles and the anger has tapered off somewhat. Would you say students are more adapted to this new situation and the different platforms for learning now? Or is there still a lot of anger among student groups in general and it's just old news now? It's difficult to get an accurate sense of how students are really feeling on the whole.

00:46:53 Md Shahadat Khan: I have a question to Kyungmee Lee

00:48:08 Claire Callender: what is your question Shahadat Khan ? Please type your question into the chat function

00:49:06 Diana Laurillard: @Ben What is the problem that the data rich analysis of students will solve?

00:49:49 Md Shahadat Khan: Does she mean , the relationship between academics and students is hampered due to COVID 19? If yes , then is it because of tuition fee ? Or Pedagogical reason

00:50:01 Jenny Lennox: For Ben - have you looked at whether universities have sought informed consent from students for the holding of this personal data?

00:50:21 Claire Callender: Please think of some questions you would like to ask Ben and Kyungmee. Do place your questions in the chat function - thanks

00:54:29 Richard Budd: Question for Ben. How do mediate the tensions between what data is collectable, what is collected and what's actually useful in terms of supporting student learning (or teaching etc), and the potential use of data for a) profit and b) universities intervening inappropriately based on their readings of the data?

00:54:49 Ingrid Snijders: @Naomi, how can teachers and contact personnel react to students' needs (in terms of trust for instance), and, perhaps, more importantly, how can teachers detect signals of loss in trust?

00:59:40 Zachery Spire: @Naomi: We continuously hear this discourse of what was 'lost' and what 'changed'. However, we rarely hear anyone define/state what they actually define 'lost' and what 'changed' by. Instead, we hear discourse continuously returning to questions of the relationships of staff and students to physical university. It seems the normalised routines, rhythms and rituals with a particular place is what was changed. And the cascading influence on our students' and staff' relationships to their personal/private/social physical spaces. I wonder whether we can revisit the questions of what 'changed' and was 'lost' without trying to recover ourselves back to what may be defined as the critical anchor for our work, university facilities themselves.

01:02:19 Mariya Ivancheva: A question to the three speakers, but I guess a bit less to Ben, whose presentation outlined this a bit more clearly: What are the political stakes for the contexts of teaching and learning (T&L) that you see being played? Isn't it naïve to present education just as T&L relation, while as academics we have so many competing demands, and while university senior management are using documents as the JISC one showed by Ben, and false predictions to restructure the sector at the disadvantage of staff? And how did dynamic within departments and universities (including UCU claims etc.) play into the scenarios you describe. E.g. a central point around grading was also the Goldsmiths marking boycott where permanent faculty were pitted against GTAs in a very perverse ways...

01:04:47 Janja Kom: @Ben: do you notice a different uptake of proprietary platforms in different HE/education systems - what would be the varieties of unbundling in less marketised education systems? Can we talk about competing models of digitalisation of education, globally speaking?

01:08:17 Nicholas Hillman: When we polled students before the crisis on the different utility of different forms of learning, lectures came top. So I'm not sure it's right to assume they won't return.

01:09:44 Diana Laurillard: @Ben - the origins of data collection are so important, your point about pedagogy is absolutely right - the Jisc report sounds like tech solutions looking for a problem, entirely tech-led, with no reference to research on what students, or teachers, actually need.

01:10:57 Lasse X Jensen: @Nicholas, that is interesting. Do you know what size those lectures are?

01:13:28 Diana Laurillard: @Nick Hillman: If lectures come top doesn't that suggest that the rest of what we offer needs some serious upgrading?

01:16:33 CGHE Webinars: Thank you for attending everyone. A recording of this webinar will be on the CGHE website in the morning: https://www.researchcghe.org/events/cghe-seminar/student-learning-in-the-midst-of-the-pandemic-the-case-of-the-uk/

01:17:41 CGHE Webinars: Our next webinar will be on Thursday (2pm GMT) on 'Refugees and higher education: Trans-national perspectives on access, equity, and internationalization – Book Symposium'. Please register here: https://www.researchcghe.org/events/cghe-seminar/refugees-and-higher-education-trans-national-perspectives-on-access-equity-and-internationalization-book-symposium/

01:17:51 Diana Laurillard: Sorry I have to leave - very good session thanks to speakers and point in the chat!

01:17:54 Kathryn Wright: In response about perception of learning in lectures vs more active learning, this article is quite useful: https://www.pnas.org/content/116/39/19251

01:18:28 CGHE Webinars: You can also sign-up to CGHE newsletters to get all future event listings here: https://researchcghe.us12.list-manage.com/subscribe?u=16ff8239ab5aa3c8d4f636725&id=1cadde4c55

01:18:42 Marta Kozlowska: Thank you - very interesting starting points for further discussion.

01:18:49 Mariya Ivancheva: yes, Ben, I am aware of that, I work on those topics exactly :)

01:19:01 Bernard Lee: Thank you so much!

01:21:42 Janja Kom: Open resources don't mean no privatisation or commercialisation of them

01:22:55 Zachery Spire: Brilliant discussion! Thanks very much!

01:23:09 Louise Green: Thank you very much.

01:23:11 Trif Victorița: Thank you!

01:23:13 Shelley O'connor: Fantastic- thank you all so much- a lot of food for thought

01:23:20 Lasse X Jensen: thanks everyone

01:23:25 Janja Kom: Thank you everyone.

01:23:35 Linh Nguyen: Many thanks Claire and all the presenters and everyone for the in-depth discussion.

01:23:36 Cristina Carvalho: Thanks all!

01:23:49 Marta Kozlowska: Thank you for such an inspirational session

01:23:53 Rebecca Westrup: Thank you to everyone and take care!