

# Mapping the political economy of digital technology in Higher Education during Covid-19, 17 March 2022



00:45:11 Simon Marginson: It's time to start thinking about your questions and statements, which are an important part of the webinar! Put your thoughts in the Chat

00:56:43 Simon Marginson: Your questions and statements please

00:59:10 Golo H: How do universities/ education providers fit into the narrative?

01:01:37 C Sanger: When you mention cyber warfare, are you referring (inter alia) to the spate of ransomware attacks on UK universities?

01:01:53 Eileen Kennedy: Isn't it more complex than this - online learning does offer more flexible options and universities are working to address these concerns e.g. around data. The step change in teachers' and learners' acceptance of online learning during the pandemic can mean that we introduce better pedagogy now, shouldn't that be our project? Doesn't Ukraine and other previous and ongoing conflicts demonstrate the need for flexible HE and critical digital capabilities?

01:06:32 Simon Marginson: More questions please

01:08:03 Paul Prinsloo: What are the alternatives? Technology also allows to care more for students, to reach out to them, to provide flexibility, etc. Of course there are dangers and it is often a case of having with the devil

01:09:12 Lauren Bolz: Thanks for an excellent talk James! Could you go more into why technological disruption hasn't always lived up to the hype? Do you think this could help prevent economic (rather than pedagogic) driven changes in HE?

01:09:12 Saumen Chattopadhyay: At least in the Indian context, I would like to add two dimensions to the political economy of digitisation of HE: 1. It is policy induced to create a market for HE and reach out to the remotest part of the country and sustain massification and deliver quality education; 2. the reduced socialization in the campus will circumscribe the role of the unions, the teachers and the students and therefore reduce dissent and undermine collegiality.

01:09:15 Mike Ratcliffe: It's interesting that the English HE regulator is having a little panic - just today launching a review of blended learning - saying

The Office for Students (OfS) has today launched a review of blended learning, amidst concerns that the poor quality of the online experience for some students

Clearly hoping they'll pick up on this critical thinking (not least because they have limited time). How can we measure a good online experience?

01:11:53 Lulu Shi: Do you think the the pandemic has shifted the EdTech discourse (from the views of competing agents), or has is merely lead to an increase in interest in EdTech, but the direction of the narrative has not changed substantially?

01:14:17 Monika Jaiswal-Oliver: How does Ed Tech impact Undergrad vs Graduate students, that are entering labor markets. they lack in social skills of working in teams and more used to working individually. The social impact on overall society is larger financing, workforce, entrepreneurship etc.

01:15:01 CGHE Webinars: Thank you for joining us today. A recording of this session will be on the CGHE site tomorrow afternoon:  
<https://www.researchcghe.org/events/cghe-seminar/mapping-the-political-economy-of-digital-technology-in-higher-education-during-covid-19/>

01:15:35 mutia Alnimrat: thank you

01:16:06 CGHE Webinars: Our next webinar, 'Graduate Outcomes in UK Transnational Higher Education: a Case Study of the United Arab Emirates', will be on Tuesday. You can register here: <https://www.researchcghe.org/events/cghe-seminar/graduate-outcomes-in-uk-transnational-higher-education-a-case-study-of-the-united-arab-emirates/>

01:16:52 CGHE Webinars: You can also register for our Annual Conference on 24-25 May 2022 here: <https://www.cgheconference2022.com/>

01:20:19 Luis Kauachi: Education is a human process. Technology is a tool (conveniently) available to us for the advancement of and at the service of this human process we are all involved in.

We should keep in mind the motivations and drivers behind the divergent narratives being put forth by the different actors/players on this most important conversation.

01:20:54 Trif Victorița: Thank you!

01:21:52 Danny-Tony Asamoah: Thank you ♥

01:22:29 Dr. Bhaskar C.:Listened everything carefully. Fruitful discussion. Thanks CGHE

01:22:51 Paul Prinsloo: If not the devil, then at least Kafka and/or Frankenstein :-)- Prinsloo, P. (2017). Fleeing from Frankenstein's monster and meeting Kafka on the way: Algorithmic decision-making in higher education. E-Learning and Digital Media, 14(3), 138-163.

01:23:12 RAMYA. R.: Thank you very much...It was really a Fascinating Session.

01:23:38 CRISTINA DE CARVALHO: Thank you very much, James. It was really relevant presentation and discussion.

01:23:41 Jessa Penaflorida: Thank you!

01:23:57 Lara Karasselos: Thank you for the interesting presentation!

01:24:10 Paul Prinsloo: Brilliant mapping of the narratives James - thank you so much. A lute continua.

01:24:34 Saumen Chattopadhyay: It was indeed a great session. Thanks a lot

01:25:39 Danny-Tony Asamoah: Interesting!!!

01:25:54 belma haznedar: Thank you

01:26:09 Marta Kozłowska: Thank you for such an excellent talk today, James.

01:26:14 Lulu Shi: Thank you!

01:26:27 Bernard Lee: Thanks a lot, Simon and James!