

PANEL: Covid-19 and the politics of tuition, 23 July 2020



00:26:54 Simon Marginson: Don't forget to post your questions in the Chat.

00:34:57 David Law: Very interesting presentation; thank you. Can you tell us anything about the insurance policy that Illinois took out to protect against the kind of 'fall out' that it will experience in relation to its very large Chinese recruitment?

00:36:24 Trif Victorița: Who profits from the changing tuition as a result of COVID crisis?

00:42:15 Diana Laurillard: @Brian: What would be the reason for reducing tuition for an online course, when it takes more teacher time to develop and run (certainly initially), and when properly managed has many beneficial effects for students? There are no savings on the estate, at least in the short term.

00:42:33 Hong Bui: Students asks for reduction of their tuition fees because they argue that they have less in-person contact. In contrast, academics have to spend more time on preparing and delivering online teaching and comforting our distant students, making sure they are okay. Note that online teaching is not or should not be massive teaching, but tailor-made one. So which party should we accommodate?

00:47:34 Trif Victorița: Edumetrics could be considered in relationship with econometrics. The contemporary econometrics is imprecise. May be the cause of the econometrics context is the critical report between inflation and deflation (disinflation).

00:48:02 Diana Laurillard: @Lorraine: A beautifully clear explanation of a complex tuition policy that few people seem to understand. Do you think it's right that students subsidise research to the extent they do?

00:49:09 Lorraine Dearden: No - research should be fully funded and is currently cross-subsidised by fee income.

00:54:01 Simon Marginson: More questions please folks - ask now and you'll be on the call list, ask late and you may miss out

01:11:15 Diana Laurillard: Students do not get less product. It is still social, it is often more supportive than f2f can be. There are myths at large about the nature of online learning. How much actual time does a student on a f2f course spend in meaningful interaction with the professor?

01:12:38 Pedro Teixeira: The discussion has been balancing between externalist (political and social context) and internalist (rationales, policies, stakeholders' views) arguments. Which one do you think will be more decisive in steering what will happen in tuition fees in your countries?

01:13:01 Linh Nguyen: Many thanks to all three speakers for your great insights. This is more of a comment. I have a personal story to share and it makes me think a lot about the nature of education as a public good. I am Vietnamese and completed my MA study in Sweden between 2008 - 2009, the last academic year when tuition fee was free for international student like me. The MA degree significantly changed my life and career, and it enabled me to pursue further study at the PhD level. While I know that this is just a personal story, it has made me an all-time supporter of higher education as a public good. With the Covid-19 pandemic, I think many young people, especially those from under-developed education system, are so vulnerable and need support for their higher education. I just really hope that Covid-19 will make us rethink the importance of higher education and its access for young people.

01:20:57 Diana Laurillard: Thanks to all for a great and very informative session. Sorry I have to go.

01:21:13 Trif Victorița: Thank you!

01:21:41 Patricio Sanchez: In effect Chilean HE has gone now to partial removal of tuition fees

01:22:15 Hong Bui: South African HE: free HE for poor students since last year.

01:22:30 Linh Nguyen: Thank you Lorraine, that's a very powerful remark.

01:22:32 David Lock: This has been a really helpful session. Top speakers and great clarity on a complex subject. Thank you very much.

01:22:52 Zachery Spire: Brilliant session, thanks for a great panel and discussion.

01:23:27 Maria Hotzel: In Brazil we had the same problem just mentioned, richer students with access to public (and better) universities. We now have a quota system, 50% of our students are from public schools (and half of those from lower income families).

01:23:55 Pedro Teixeira: Thank you to all the speakers for a very stimulating session!

01:23:58 Brian Pusser: Thank you for excellent questions and participation!

01:24:41 Cristina Carvalho: Thank you so much for excellent presentations!

01:24:49 Lorraine Dearden: Thank you everyone - very enjoyable!

01:24:51 Hong Bui: Thank you, Simon and all speakers.

01:24:51 Jussi Valimaa: Thank you very much my colleagues!, Kiitos!

01:25:44 Linh Nguyen: Many thanks again Brian, Lorraine, Jussi, Simon and every one for the rigorous and thought-provoking discussion today. I genuinely appreciate it. Hope you all take good care and stay well.

01:26:11 Nithiya Amirtham S: Thank you Simon and all the speakers!

01:27:12 Simon Marginson: Thank you for another brilliant session from a fine panel, and thank you participants for thoughtful interventions