

CGHE 2020 Annual Conference

webinar: Academic work and careers

online and offline, 23 June 2020



00:39:37 Simon Marginson: Colleagues - type your questions into the Chat and Eileen will be pleased to answer them in the Q&A

00:46:56 Kalvir Kaur Kalvir Kaur: very informative

00:47:19 Dr. B. Akbar Ali, Hajee Karutha Rowther Howdia Col: very useful information thanks you

00:47:49 Dr. Jyoti Bhadauria: Dr. Jyoti Bhadauria, Assistant professor, Janta College Bakewar Etawah U.P, INDIA, hello everyone

00:47:50 Anwar Rumjaun: Thank you for this presentation

00:48:05 Dr. Jyoti Bhadauria: nice session is going on

00:48:56 Trif Victorita: very interesting!

00:48:57 Dr. B. Akbar Ali, Hajee Karutha Rowther Howdia Col: very nice thanks Dr. B. Akbar Ali, Director of Physical Education, Hajee Karutha Rowther Howdia College, Uthamapalayam, Theni, Tamilnadu, Pincode - 625533, akbar5780@yahoo.com, bakbarali80@gmail.com, 9444280612

00:49:09 Monty King: Great talk, thanks Eileen and Diana!

00:49:18 Anwar Rumjaun: How does this apply to disciplines like sciences and engineering?

00:49:51 Cláudia Sarrico: Can you please discuss on how to bridge the divide between different types of students, especially those that are academically stronger and those that need more support in their learning.

00:49:58 Trif Victorita: Will any pedagogical principles or ethical guidelines be jeopardized?

00:50:27 Hong Bui: If everybody jumps online, edutech companies might take over the role of universities. What is your view on this?

00:51:05 Laily Harti: Thanks Eileen and Diana. In fact, I was subscribing to the FutureLearn's How to Teach Online but unfortunately I wasn't able to finish the course as I had lots of things going on with schooling was forcedly migrated to online.

okay, my question is then, how would you suggest to build students' motivation to learning online during this pandemic. as from my experience, students were feeling exhausted with schooling being moved online.

Laily from Surabaya, Indonesia

00:52:23 Anwar Rumjaun: Ok, Diana. Access is brilliant, what about cost (tuition fees)/ Will this be affected?

00:53:08 Linh Nguyen: Thank you both the insightful presentation. Could you please comment on subjects that require face-to-face encounters in labs, such as chemistry and pharmacy? How can we facilitate learning for those subjects? Thank you.

00:54:55 Monty King: Strongly agree with Diana about the advantages of asynchronous learning activities. Learners regularly report feeling more comfortable about being able to take some time over their responses on FutureLearn courses

01:00:13 Gwyneth Hughes: How does assessment need to change for learning online? Is this more than finding a way of doing exams online.

01:00:14 Doria Abdullah: Good question Laily :) proper onboarding and expectation setting at the start is important, else they cannot follow and focus on their learning

01:00:34 Vesna Holubek: Great presentation! Short question in relation to accessibility to HE, how about those who don't have access to computers & internet connection, does digitalization make HE less accessible for them? What is your opinion?

01:02:11 DR.SUNEETA SINGH: Heartly thankful to both the resource person for such an outstanding presentation and explanation about the topic. please suggest how values and good habits can be inculcated among students through online mode of teaching and learning.As we all know importance of ethics and moral values in everyone's life

01:03:16 Shilpi Ghosh: Thank you both of you for this excellent presentation.

01:03:53 Simon Marginson: Time is running out for the digital session - just one more question, from Linh Nguyen

01:04:45 Dr. Jyoti Bhadauria: what can we do for slow learner

01:04:52 Simon Marginson: We will keep the chat open for 30 minutes after the video/audio stops at 3 pm - Eileen and Diana can answer more questions then

01:08:03 Cristina Carvalho: What do you think about the increase of educational inequalities with MOOCs? In Brazil, there are huge number of higher education students with no computer and an internet access.

01:08:07 Linh Nguyen: Thank you Diana for your response, I really appreciate.

01:08:09 Anwar Rumjaun: Diana, Science learning is not only about conceptual understanding but more importantly it is about process skills. How online learning cater for this?

01:14:53 Diana Laurillard: Anwar, Some process skills, such as how to design a survey, or how to plan an investigation, or decide on the optimal stats for data analysis, etc, can all be done as well or better online. But some physical processes such as welding, must be learned in the real world. However, there are haptic models of welding, or tooth extraction (the ones I've actually seen) that provide excellent preparation for those physical activities. But digital can't do everything, of course.

01:16:49 Diana Laurillard: Celia - didn't anyone want to orient their careers towards changing the world?

01:16:52 Simon Marginson: Don't forget to use the Chat to ask your questions about the research on academic work - Celia and Giulio are presenting

01:17:07 Russell Smith: Thanks for the discussion, At Melbourne, we're about to trial small group teaching in biomedicine with a couple of students in the lab and others online to meet spatial distancing requirements (with roles rotating weekly)

01:17:18 William Locke: Early career academics seem to have borne the brunt of the pandemic-induced shutdown – in the UK, Australia and elsewhere – more than most. They make up more of the casual and sessional staff in Australian universities and so are more exposed to redundancy. They have been most involved in the intensification of teaching and the move online, and their research has suffered the most. Is it possible that the current circumstances are accelerating the process by which some of these ECAs will decide that academia is not for them, making the portfolio approach impossible and the niche approach less attractive, thereby further reinforcing the mainstream career?

01:19:13 Gwyneth Hughes: William will the ECA experience also depend on how the university rewards responses to the crisis and new online skills?

01:20:40 Holly Smith: We seem a long way from rewards, those on casualised or fixed term contracts are so vulnerable as UK HE announces mass redundancies, and as William points out that is mostly ECA staff.

01:20:45 William Locke: Yes, Gwyneth, if the University is forward-looking. But there will be resistance from established academics.

01:21:05 Camille Kandiko Howson: Do you envision on-line learning skills and experience being a requirement for traditional academic roles in the future?

01:22:33 Eileen Kennedy: I think it is more likely that the typical university experience will be blended and all academics will be expected to have skills to do that

01:23:48 Diana Laurillard: Russell - I think you're referring to the 'vicarious online masterclass' - that's how I think of this. A video of that interaction between say 5 representative students and the academic, is a vicarious learning experience for all the others, especially if they can use Chat to ask questions. The teacher's individualised feedback to what each student is doing or saying, is a rich and detailed conversation, from which all the other students benefit. But the teacher must conduct this responsively, not use it to give mini-lectures!

01:25:43 Cláudia Sarrico: Any idea on how your findings compare to other professionals, such as medical doctors, lawyers, management consultants?

01:26:05 Suhendi Syam: In online learning, there are so many problems in the learning process, how do you overcome student discipline in collecting assignments?

01:26:24 Rosemary Deem: Our assessment of promotion cases in the UK clings heavily to metrics whereas in some countries there is experimentation with more holistic approaches using short CVs - is this something ECA might benefit from

01:29:31 Diana Laurillard: Suhendi, may I ask, how do you overcome this problem in the campus context?

01:29:56 Linh Nguyen: Thank you all for the great discussion. What do you think about the blurred boundary between our work life, especially academic work, and our life at home? Academics and teachers are known for overwork. During and after Covid pandemic, perhaps the situation has been and will be exacerbated. Do you think that may affect how academics, including early-career academics, decide their career path? Thank you.

01:33:35 Giulio Marini: I lost some seconds due to tech issues, my apologies

01:35:31 Lisa Lucas: Thanks Celia and colleagues. Very interesting.

01:36:05 Trif Victorita: Congratulations!

01:37:07 Cláudia Sarrico: Here is a couple of examples of universities trying to do things differently in Europe: Ghent, Unil, and the initiative of VSNU, the Association of Dutch Universities.

01:38:22 Trif Victorita: Thank you!

01:38:27 Doria Abdullah: thanks to all! wonderful discussion

01:38:29 Hong Bui: Thank you Simon and all speakers.

01:39:12 Cristina Carvalho: thank you for both conferences and discussions!

01:39:16 Linh Nguyen: Thanks Gwyneth and Celia for the optimistic note. :) Thank you Simon and all presenters for the powerful discussion. I really appreciate it.

01:39:25 Maxwell Addo: Many thanks.

01:39:39 Daixuan Xie: Thank you for all! That was very informative presentation.

01:39:40 Giulio Marini: Thanks to all attendees

01:39:44 Laily Harti: Great presentation, Eileen, Diana, Celia and Giulio. Thank you also to Simon. Really appreciate it. Good day.

01:39:47 Cristina Carvalho: Good morning from Brazil!

01:39:51 Holly Smith: Thanks!

01:39:56 DR.SUNEETA SINGH: Thanks to all for enlighten me. really appreciating

01:40:09 Rosemary Deem: thanks for a great session

01:40:11 Gabriella Hizume: Thank you

01:40:12 Amira Anuar: thank you everyone!

01:40:21 Dr Pushpinder Singh: congratulation and special thank you so much for wonderful session, really useful, good knowledgenable and nice informative session..... Dr Pushpinder Singh

01:40:45 Giulio Marini: Questions most welcome

01:40:46 Cristina Carvalho: Really nice discussions!

01:40:55 Russell Smith: Thanks everyone, very interesting

01:41:01 Diane Garside: Very enjoyable session. Hope to join further sessions. Thank you!

01:41:05 TARSAIM SINGH: thanks for a great informative and educational session

01:41:05 Kalvir Kaur Kalvir Kaur: thanku everyone

01:41:16 Cristina Carvalho: For Eileen and Diana, what do you think about the increase of educational inequalities with MOOCs? In Brazil, there are huge number of higher education students with no computer and an internet access.

01:41:37 Eileen Kennedy: @Christina regarding your question - lack of internet bandwidth and internet connected devices are clearly an issue. In the Middle East, contacting students using short videos and discussion on WhatsApp that works on slower networks can provide a pedagogically richer experience. And as Diana has said a few times internet access is an easier problem to solve than many others...

01:42:31 Rosalyn Eder: Thank you so much. @Celia and Guilio As regards academic Career - it would be very helpful to have a comparative study to see how policies across Europe differ or are similar in terms of academic employment. In Austria, for ex., it is still very traditional and without the proper network, it would be very difficult to Progress as an academic, let alone enter the academic profession.

01:42:46 Eileen Kennedy: @Christina In other words - I think we can use low tech better

01:44:25 Giulio Marini: To Rosalyn: I would say there is still a divide between UK and (rest of) Europe in terms of academic careers and respective security, although Continental European countries as a trend go toward some sort of "neoliberalism"

01:45:15 Giulio Marini: Another point is: does the academic profession still exist? According to one of Mike Shattock articles the answer is "almost not anymore"

01:45:27 Cristina Carvalho: Yes, I agreed with you regarding internet, but Pandemic moment with no face to face classes, it is possible to say that MOOCs can increase inequalities (social and education).

01:46:05 Rosalyn Eder: Guilio: just for clarity, what do you mean by neoliberalism in this context?

01:46:07 Giulio Marini: In the UK the working conditions by "mission group" of "employer", career track and few other features is so large that it looks people do different jobs

01:47:06 Celia Whitchurch: our study also raises questions about what constitutes academic work, academia as a career rather than a 'job', as a vocation etc

01:47:11 Diana Laurillard: Christina, this is a real problem in many countries, including even Western countries like the UK. Poor infrastructure and poor access to devices, and especially so in the global South. But the acceleration of online technologies to even the most remote villages on the planet is a lot faster than the acceleration of provision of local education from school to HE. So it is a big problem but digital is, nonetheless, the most far-reaching solution to access. The tech companies are very keen to get the whole world online, and they will. The Millennium Goal of universal access to education, after 20 years, has made progress, but at nothing like the same rate as access to digital - so I put my time in there. And meantime, argue for cheaper and universal access to digital.

01:47:24 Giulio Marini: neoliberalism in professions: a generic way to say that there is less security in employment, which may happen in many different forms. Unfortunately neoliberalism is a little vague as a definition.

01:47:40 Dr. Jyoti Bhadauria: some network problem

01:49:48 Celia Whitchurch: could be that there will be 'core' and 'peripheral' groups of academics - happening already in relation to those on less secure contracts, teaching only etc

01:50:03 Giulio Marini: Shattock, M. (2014), "Can we still speak of there being an academic profession?", *History of Education*, Vol.43(6), pp. 727-739. DOI: 10.1080/0046760X.2014.964008

01:50:22 Rosalyn Eder: Thanks Guilio for the link!

01:50:34 Giulio Marini: It's a great article

01:50:45 Celia Whitchurch: yes Mike, would be v interesting to update -our next paper...

01:51:42 Linh Nguyen: I agree with Celia's point on the question of how academic work can be or should be defined. I think once we've developed some academic identity for ourselves and started seeing it as a vocation, it's really hard to go back thinking that "it's just a 9am-5pm job".

01:52:14 Giulio Marini: Yes Linh, you got a big point

01:53:33 Celia Whitchurch: are there commonalities to ac work any more? what is the role of disciplines? are there unifying factors

01:54:15 Celia Whitchurch: increasing range of backgrounds, experience, contractual arrs

01:54:56 Rosalyn Eder: @Celia - you also talked about penumbra academics, who belong to the peripheral group. Do you have any figures, in terms of their retention and promotion? I am specifically asking about inclusive policies - how they are integrated into the academe.

01:55:38 Celia Whitchurch: not to hand - over to you Giulio

01:55:50 Diana Laurillard: @Holly and your point about "those on casualised or fixed term contracts are so vulnerable" - they are, and shame on our profession for doing this. The least vulnerable are people like me, semi-retired, and not needing to make a career - why not invite us to move on? Why always the young and more vulnerable? - because it's just easier - well that's shameful. What other reason could there be?

01:56:40 Cristina Carvalho: Diana, thank you for your answers. I wish that eletricity and cheap internet access for all become possible in Brazil in the next future.

02:02:14 Diana Laurillard: @Anwar, and your question 'How does this apply to disciplines like sciences and engineering?' - I assume your concern is that these disciplines sometimes require a wet lab, or a design space, etc, which is true. You cannot do everything online. But how do the majority of scientists and engineers do their work? - sitting in front of a screen, like most academics. Scholars of archaeology, ancient literature, interpersonal psychology, sport, fine art, etc all have similar needs to be in a place with materials and resources. Digital can't do everything. But it can prepare you well for being in that place, give you a virtual trip around it, or vicarious access to it, and follow up with interesting activities based on what you do in a place. So we all need the place and cannot do without it. Meanwhile we can learn how to use the virtual much better to enhance what we do there - do you think?

02:02:57 Linh Nguyen: Thank you all and especially the presenters for candidly sharing your views and raising tough questions. Thank you Simon for facilitating the webinar. I've got lot of food for thought to munch on. Best wishes to you all.

02:03:07 CGHE Webinars: Hello everyone, thanks for joining and for your continued discussion. The chat will close down at 3.35pm (GMT). The webinar, including this chat function transcript will be on the CGHE website tomorrow morning.

02:04:08 Rosalyn Eder: Thanks to all the presenters and to Simon.

02:04:32 Dr. Jyoti Bhadauria: Thanks to organising Committee

02:06:12 Diana Laurillard: @Laily and everyone: the FutureLearn course 'How to Teach Online' is now permanently available, so it is never too late to join and take your time working on it. It's here <https://www.futurelearn.com/courses/teach-online/2>